

**THE CORRELATION AMONG SELF CONFIDENCE, SELF
ESTEEM AND SPEAKING ACHIEVEMENT AT THE
THIRD SEMESTER OF IAIN PALANGKA RAYA**

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M / 1441 H**

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ESTEEM AND SPEAKING ACHIEVEMENT AT THE
THIRD SEMESTER OF IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *sarjana* in English Language Education



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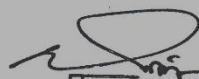
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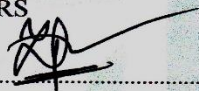
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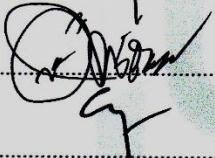
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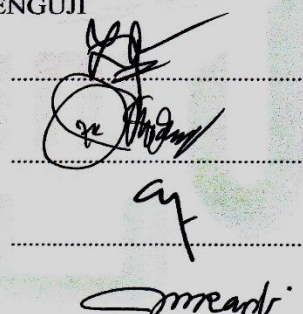
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Thank You for your attention


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Demikian atas perhatiannya, diucapkan terima kasih.

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MOTTO AND DEDICATION

“ Living with ambition will never end, but living with calm is a difficult road for some people ”

This thesis dedicated to :

My beloved father Harun and My mother suryanti for their valuable endless prayer, sacrifice and support. My beloved sisters Ririn Hayatunnuriyah and Gifri Setya Ningsih. And, my beloved brother Fahril Rifanto. Who always give support to me. My big family, my aunties, and my uncle, my causin who always support to me until finish this study. All of my friends of TBI 2016.

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any person.
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Palangka Raya, April 13th 2020



Yours Faithfully

Syahril Rifansah

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ABSTRACT

Rifansah, S. 2020. *The Correlation Among Self-confidence, Self-Esteem, And Speaking Achievement At The Third Semester Of IAIN Palangka Raya*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Sabarun, M. Pd; (II) Akhmad Ali Mirza, M.Pd

Key Words: *Self-confidence, self-esteem, speaking achievement*.

The aim of the research was to find out the correlation among self-confidence, self-esteem and speaking achievement at the third semester of IAIN Palangka Raya. And, the study was focus to find out whether there was a correlation or not among self-confidence, self-esteem and speaking achievement.

The research design was quantitative. In collecting the data, the researcher used questionnaire and students speaking test. The population of the study were the third semester students of English Study Program at IAIN Palangka Raya. The sample of the study consisted of 64 students. The Method of sampling in this study was total sampling. The technique of collecting data of students' self-confidence and self esteem by using questionnaire. The technique of collecting data of speaking test was from students speaking performance. The technique of data analysis used the Pearson product moment correlation.

The research findings showed that F_{observed} was higher than F_{table} ($13.717 > 1.53$). It means that the correlation among self-confidence, self-esteem and speaking achievement was categorized in high correlation. Then it showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected, because $N.Sig \leq 5\%$ ($0.000 \leq 0.05$). In this case that students self-confidence, self-esteem have relationship and give influence to students' speaking achievement.

ABSTRAK (Indonesian)

Rifansah, S 2020. *Hubungan antara kepercayaan diri, harga diri dan pencapaian speaking mahasiswa di semester tiga IAIN Palangka Raya*. Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Sabarun, M. Pd; (II) Akhmad Ali Mirza, M.Pd

Kata kunci : *Kepercayaan diri, harga diri, kemampuan berbicara*

Tujuan penelitian ini adalah untuk mengetahui hubungan antara kepercayaan diri, harga diri dan kemampuan berbicara mahasiswa semester tiga prodi bahasa inggris di IAIN Palangka Raya. Penelitian ini fokus untuk mengetahui hubungan antara kepercayaan diri, harga diri dan kemampuan berbicara.

Jenis penelitian ini adalah kuantitatif. Dalam mengumpulkan data, peneliti menggunakan kuesioner dan tes speaking untuk mahasiswa. Populasi penelitian adalah mahasiswa semester tiga program studi Bahasa Inggris di IAIN Palangka Raya. Metode pengambilan sampel dalam penelitian ini adalah total sampling. Teknik pengumpulan data kepercayaan diri dan harga diri siswa menggunakan kuesioner. Teknik pengumpulan data kemampuan berbicara menggunakan speaking tes pada mahasiswa. Teknik analisis data menggunakan korelasi Pearson product moment.

Temuan penelitian menunjukkan bahwa F_{observed} lebih besar dari F_{table} ($13.717 > 1.53$). Berarti bahwa Hubungan antara kepercayaan diri, harga diri dan Kemampuan Berbicara Mahasiswa Bahasa Inggris di IAIN Palangka Raya termasuk dalam kategori tinggi. Kemudian hipotesis alternative diterima dan hipotesis null ditolak, karena $N.Sig \leq 5\%$ ($0.000 \leq 0.05$). Dalam hal ini disimpulkan bahwa kepercayaan diri dan harga diri mempunyai hubungan serta memberikan pengaruh terhadap kemampuan berbicara mahasiswa.

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Palangka Raya, April 13th 2020

Your faithfully



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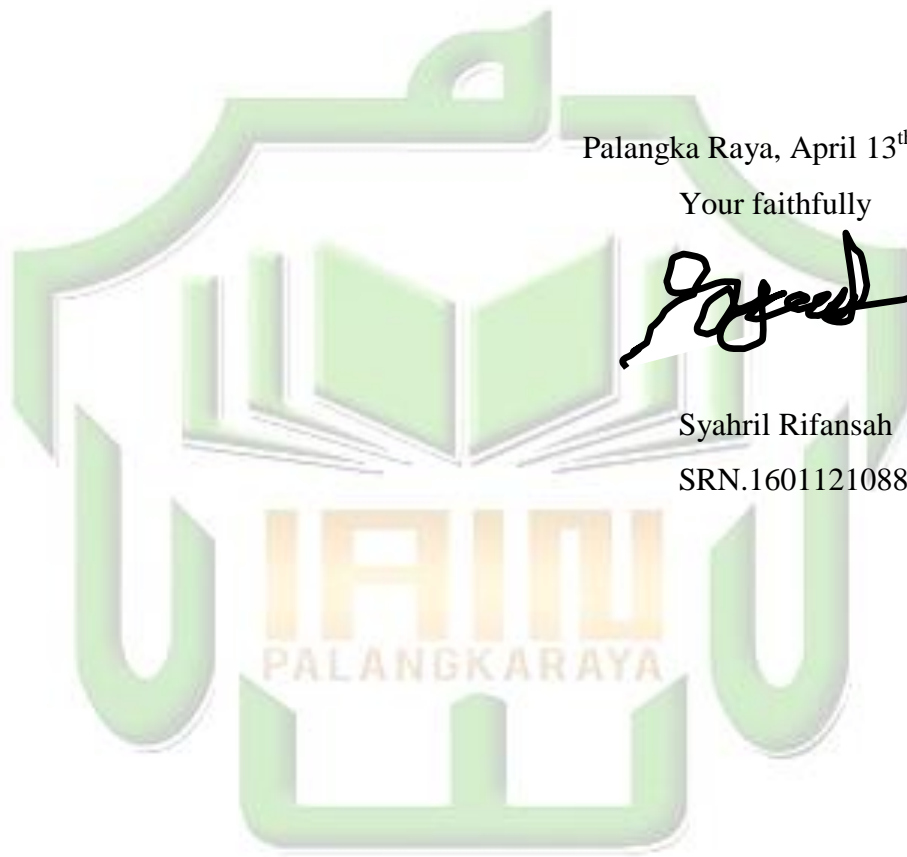


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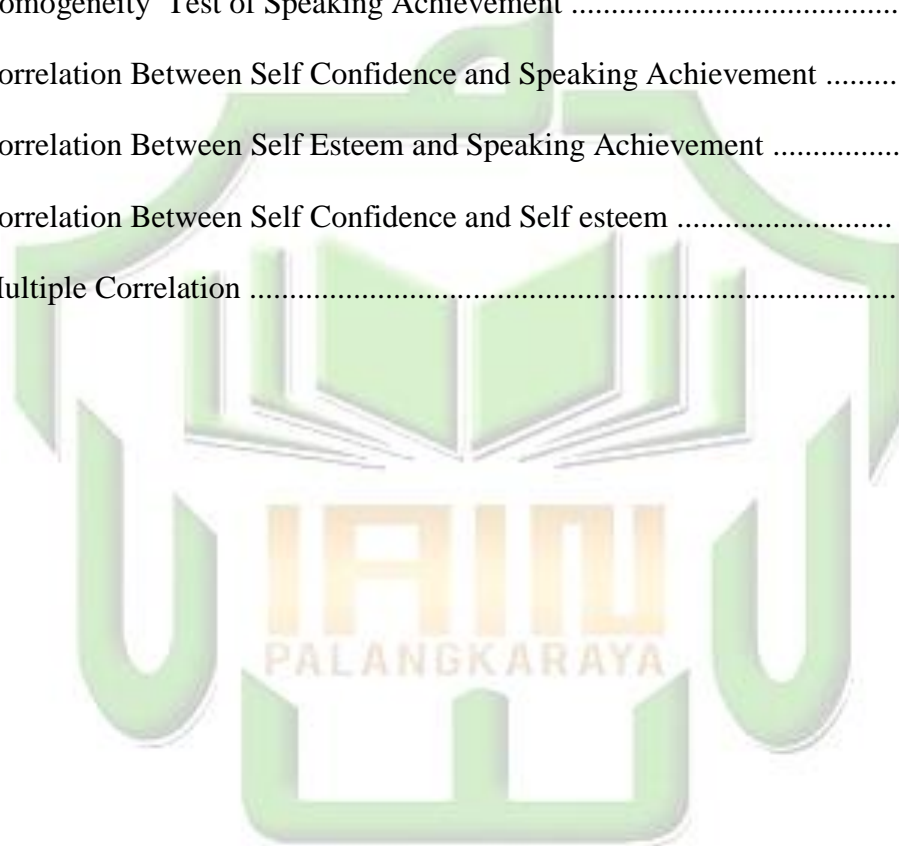
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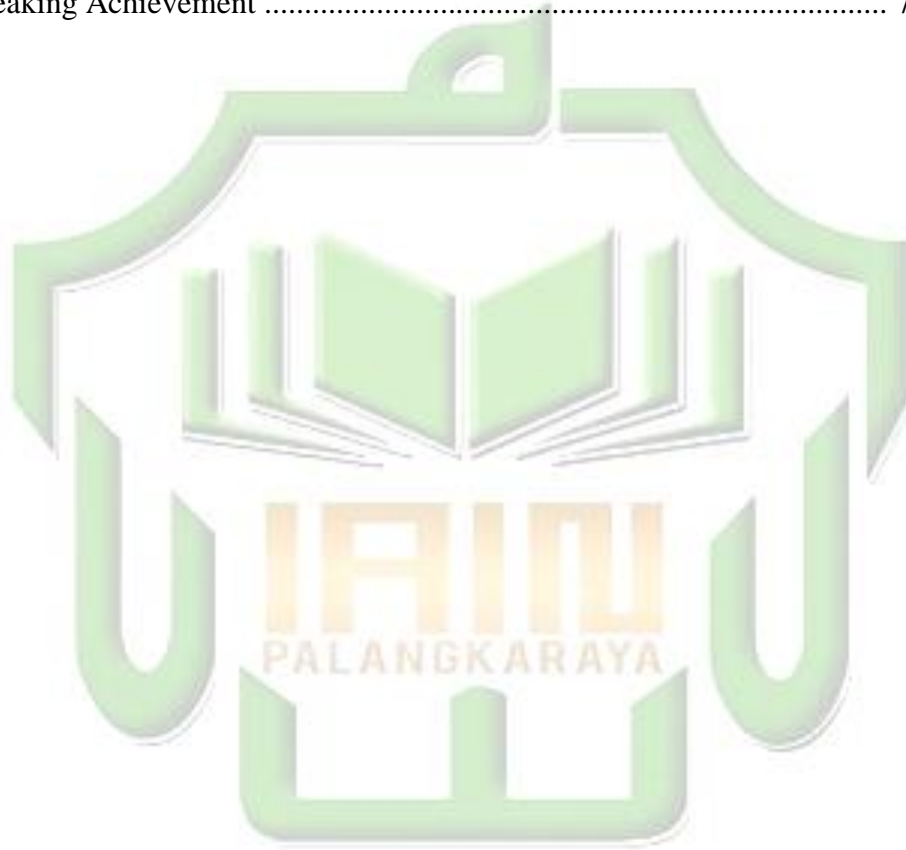
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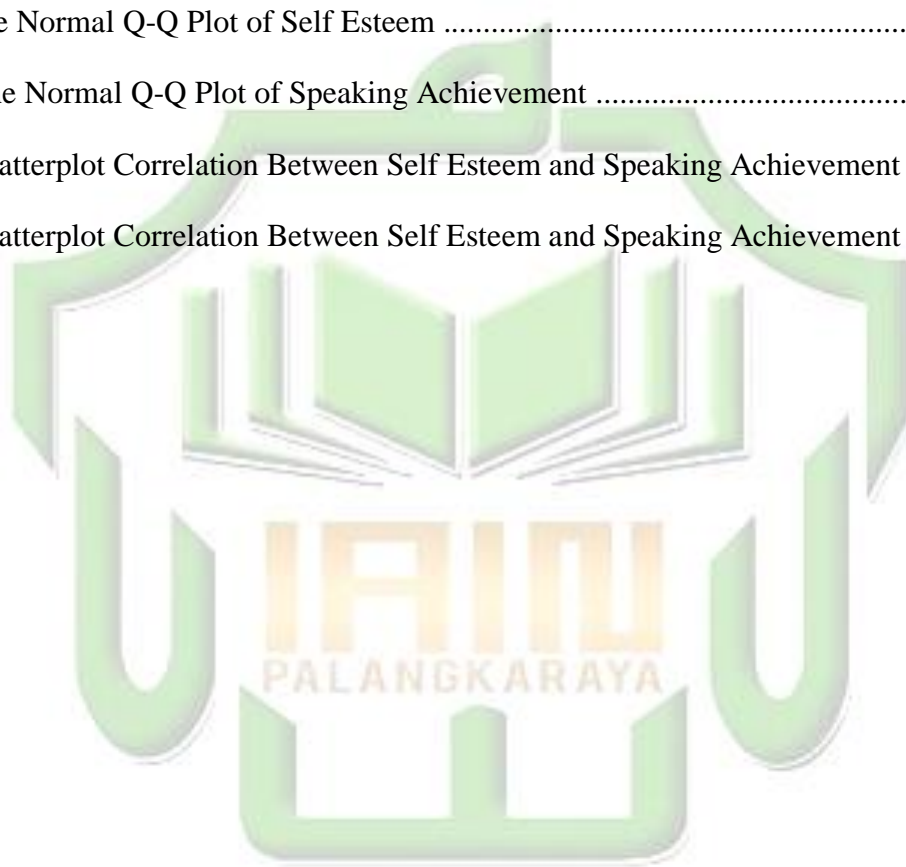
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LIST OF ABBREVIATIONS



ELL	: English Language Learners
IAIN	: Institut Agama Islam Negeri
Ha	: Alternative Hypothesis
Ho	: Null Hypotheses
EFL	: English Foreign Language
IELTS	: International English Language Testing System
GPA	: Grade Point Average
SPSS	: Statistical Package for Social Sciences
K-S	: Kolmogorov – Smirnov
EDF	: Empirical Distribution Function
SCQ	: Self Confidence Questionnaire
SEQ	: Self Esteem Questionnaire
Sig	: Significance
SD	: Standar Deviation
Df	: Degree of Freedom

CHAPTER I

INTRODUCTION

In this chapter, consists of background of the study, problem of the study, objective of the study, hypothesis of the study, assumption of the study, scope and limitation of the study, significance of the study and definition of key terms.

A. Background of the Study

In English language learners (ELL), there are four skills that should be mastered by the students. One of those skills is speaking. By the speaking skill students could deliver the idea, and maintain social relationship by communicating with others. Other than that, study about English in order to be able communicate well. Some of the students often think that the basic to speak a language is the product of succes study about English.

English as a tool used to communicate and to strenghten the relationship among people of the world. In our country, English is taught when schools since indonesia declared its dependence until now. National Education Curriculum establishes English as a main course that needs to be learned by the students in every school. Speaking is one of the three skills that has to be acquired by the students in learning English. Students' succes in mastering english is measured from the way they speak and deliver the message orally, and also how they value their capability and worth.

In reality, learning about English especially speaking, it should have a standard achievement that needs to be reached by the students. One of the standard that should be achieved by english learners stated that “at the end of high school, students can be in conversations, provide and obtain information, express feeling and emotion, and exchange opinions”. It seems that students in senior high school should attain and adequately communicative competence in those level societies.

In the other hand, apparently it is not easy to meet the standard. In the same, it could be also seen for students who takes the speaking course at the third semester of IAIN Palangka Raya.

According to Littlewood (1981: 61), speaking is the way to use language as communication mean. And, speaking is one of the challenging skills for the most English language learners. Speaking is one of productive skills which could be a parameter for someone in having a successful learning English. In the same for working world, the skill of English speaking was give an added value on someone's performance professionally. if it is not facile way for their ability to achieve a few fluent speaker.

As a general problem, there are many people have taken learning English for several years while a lot of people gotten high scores in grammar or in English written tests. But, they are still weakness to speak English well. It may be they could understand what will they hear or what they read comprehensively but they still really struggle how to express their mind orally. Nowadays, requires to that every student should brave to speak a lot, because students could be involved in global competition

and development in order that they have to speak english well. The student have to learn about the problems that affect English speaking skills first. Learning speaking is a very complex task while the learners need to understand the nature and skills to be involved.

Richard added (2003: 204-206) that there are some factors affecting adult learners' oral communication. They are age or maturational constrains, aural medium, social cultural and affective factors. The affective factors which may influence in learning a foreign language are such as emotions, self-confidence, self-esteem, anxiety, empathy, attitude, and motivation. So in learning a language, the emotional factors are susceptible to human anxiety, which is associated with feeling of shyness, uneasiness, frustration, self-doubt and so on.

However, the writer was interested with self confidence and self esteem of psychological factors who can effect the students' speaking skill are self-confidence and self esteem. The point of all learning is a person's trust in his or her ability to complete the task.

Distributing with the speaking in the presence of class, the students having high self confidence and self esteem will do better than the students having low self confidence and self esteem. The goal is the most important effect that establish the performance of students in school is neither brainpower, nor strength or skill. It is the total of self confidence a student that decides how much they will be able to practice their talent, energy, and intellect.

Self - confidence is a individual factor that gives a understanding role in the achievement of foreign language learning. Some studies state that no language learning activities will be carried out successfully without it Foreign Language learners can't speak the language or convey themselves spontaneously and confidently without some level of it (Brown, 1994).

Self – esteem is one factor that causes the students' achievement in speaking English. Self – esteem contrast with feelings; how they feel that they are capable of doing something well. preceding knowledge like accomplish and failures are the examples that can chief the students to how they value themselves (Brown, 2000).

In this research, there are some problems in English speaking class coming from students at the third semester of students' IAIN Palangka Raya. First, There are many students have good skill in other language skill; such as writing, reading, listening, but they are still low in speaking achievement because lack of confidence and esteem. The students are afraid to make mistakes in speaking English when the teacher comand the students' for perform oral communication in front of the class. Among the four language skills in English, the achievement of speaking performance is thought to be highly correlated with self confidence and self esteem.

Therefore, the main objective of this research will to find out wheter there is a correlation or not among self-confidence, self esteem and speaking achievement at the third semester of IAIN Palangka Raya". The reasons for choosing the topics as follow as :

First, Self Confidence is an feeling that is distinguished by a positivies belief who you can choose control of your life and your plans. Because, students who have high self confidence are not afraid to look at their ability. They are usually practising in the classroom and do not afraid to create mistake in learning. Some students have high level of self confidence and low level of self-confidence. The students who have high level of self confidence are ussualy more energetic in the class than the students who have low level of self confidence. The students who have high self confidence are not afraid to ask questions or to convey their opinion. Asking question or expressing opinion in the classroom involves certain bravery to stand up and interfered the teacher to ask a question, and it refers self confidence to do that.

Second, Self Esteem is that make students have their own enthusiasm to speak. Some students are brave and afraid to speak English because they avoid making mistakes in pronouncing the words or delivering ideas orally. Self-esteem is one of the personality variables that supplies to the oral production achievement of speaking because the students will achieve their success in learning a foreign language if they feel confident and believe with themselves.

Third, speaking achievement is students' who success in mastering English is measured from the test given by the teacher as a interrater and researcher as a rather.

Last, at the third semester of IAIN Palangka Raya. The researcher interest to conduct this topic of research because in the third semester are still enable to speak english well after they developed speaking subject in previous semester or second semester. That the reason the students still have low self confidence and self esteem.

B. Research Problem

The problem of the study is as follow as :

1. Do the students higher self confidence achieve better in speaking class ?
2. Do the students higher self esteem achieve better in speaking class ?
3. Do the students higher self confidence and self esteem achieve better in speaking class ?

C. Objective of the Study

The objective of the study are :

1. To find any significant corellation between students' self confidence and speaking achievement at the third semester of IAIN Palangka Raya.
2. To find any significant corellation between students' self esteem and speaking achievement at the third semester of IAIN Palangka Raya.
3. To find any significant corellation among students' self confidence, self esteem and speaking achievement at the third semester of IAIN Palangka Raya.

D. Hypothesis of the Study

The study has three hypotheses. The hypotheses are divided into two categories; they are alternative hypotheses (Ha) and null hypotheses (Ho) that will be interpreted as follows :

1. Alternative hypotheses (Ha). There is a positive correlation between students' self confidence and speaking achievement at the third semester students of IAIN Palangka Raya in academic year 2019/2020.

Null hypotheses (Ho). There is negative correlation between students' self confidence and speaking achievement at the third semester students of IAIN Palangka Raya in academic year 2019/2020.

2. Alternative hypotheses (Ha). There is a positive correlation between students' self esteem and speaking achievement at the third semester students of IAIN Palangka Raya in academic year 2019/2020.

Null hypotheses (Ho). There is negative correlation between students' self esteem and speaking achievement at the third semester students of IAIN Palangka Raya in academic year 2019/2020.

3. Alternative hypotheses (Ha). There is a positive correlation among students' self confidence, self esteem and speaking achievement at the third semester students of IAIN Palangka Raya in academic year 2019/2020.

Null hypotheses (Ho). There is negative correlation among students' self confidence, self esteem and speaking achievement at the third semester students of IAIN Palangka Raya in academic year 2019/2020.

E. Assumption

There are two assumptions of this research :

1. Firstly : If the students have high self confidence, the better they achieve in speaking class.
2. Secondly : If the students have high self esteem, the better they achieve in speaking class.

F. Scope and Limitation

The researcher was used the correlational method to find any significant correlation among self confidence, self esteem and speaking achievement. The respondents are sixtyfour students at the third semester of English study Program in IAIN Palangka Raya was taken based on population. The study begin by assigning the students to answer the self confidence questionnaires, self esteem questionnaires. And, the researcher collect the students speaking achievement from speaking test. Beside that, the researcher clasified category for self confidence and self esteem to take average speaking achievement from the third semester to support the result of the data analysis.

G. Significance of the Study

The researcher was used the study are theoritical and practical significance. The reasons as follow as :

1. Theoritically

This study gives contribution for knowledge and education, also as a references for the next research.

2. Practically

Benefit for the researcher, it can be used as a practice essay writing. So, the researcher it will make the researcher realize that most important to write a good essay. Benefit for university, it became suggestion for university moreover for english study program. So, it can be used as a references to the library. Benefit

for students, it will make a students have a good self confidence and self esteem.

So, it can improve their speaking achievement especially for a good teacher.

H. Definition of Key Terms

1. Self Confidence

Self-confidence is the belief of oneself toward their capability to achieve their goals (Hakim, 2006:30). McPheat (2010: 33) stated that self-confidence is one of three skills of self-awareness.

In the present study, self confidence refers to students having high self confidence do not have problem to speak in front of class or to utter their opinion. They are not afraid to make little mistakes or errors when they are speaking because they considered it as a part of learning. If they have mistakes, they always have encourage and self confidence to try again and again.

2. Self Esteem

Probably the most important attitude a person develops is the attitude about self. This evolution of oneself is known as self-esteem (James, 1890). Self-esteem is at the center of a loop: it depends on what each individual does with their life and as a consequence of their private appraisal of what life is. The real moral task is to become everything one can possibly be with what one is (Aranguren, 1994; 256).

In the present study, Self – esteem refer to one of the factor that triggers the students' achievement in speaking English. Self – esteem deals with feelings;

how they feel that they are capable of doing something well. Previous experiences like success and failures are the examples that can lead the students to how they value themselves.

3. Speaking Achievement

Speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning. Speaking is the way in which people express and share their feeling and thought (Nunan, 1991:90).

In the present study, speaking achievement refer to students test of speaking subject at the third semester of IAIN Palangka Raya.

4. Correlational Study

Correlational research is study which describes the degree to which two or more quantitative variables are related, and it does so by use of correlation coefficient (Fraenkel and Wallen, 1993:287)

The relative simplicity of this discriminative approach has appealed to many graduate students who, one they have mastered the technique of computing correlations or other statistics, have used these methods without due regard for the value of their research proposals. Correlational analyses are important tools in research, but not all problems employing these techniques are worthwhile.

The types of correlational studies are :

a. Relationship Studies

Relationship studies are performed by calculating correlation coefficients, these studies do not give a treatment to one or more groups of subjects while

with holding it form a control group, analyzing performance before and after the treatment. Rather, they take a single group of subjects and compare the performance of the people within this group with regard two different characteristics.

To perform a relationship study, we would identify a group of subjects and measure all the people in that group with regard to the two or more characteristics of interest. Then we would examine the data to see whether there is a relationship between the two sets of scores.

As a results of relationship study, we might be able to conclude that two characteristics are correlated in the group of subject in the study. This means that these two characteristics occur together according to some predictable pattern.

b. Prediction Studies

In a prediction study, correlation coefficients show how one variable can predict another. Whereas in a simple relationship study, both variables are measured at about the same time, a predictive study shows how one variable can predict what the value will be on a second variable at a later time. Predictions are made constantly in education. Teachers predict students. Principals predict teachers behavior. Students are selected to special programs because they are expected to do well or to do better than others. Coaches predict the performance of their players. Students are counseled to attend particular colleges or to pursue certain occupations.

In a prediction study, it is necessary to collect data on a group of subject over a length of time. Data collection can be longitudinal, that is, first collecting predictor variable data, waiting a specified amount of time, and then obtaining criterion variable data.

McMillan (1992) suggest the following are useful in interpreting and evaluating correlation research, including both simple correlational and predictive studies.

- 1) Causation should not be inferred from correlation.

The most important principle in evaluating correlational research is not to infer causation.

- 2) The reported correlation should not be higher or lower than the actual correlation.

You need to be aware of factors that may increase or decrease a correlation. One factor is the nature of the sample from which the correlation is calculated. If the sample is more homogeneous on one of the variables than is the population, the correlation will be lower than that for the population as a whole. Conversely, if a sample is more heterogeneous on the variable than the population, the correlation will be higher than that for the population as a whole. Thus, it is important to examine the nature of the sample and the conclusions that may be made for the population.

- 3) Practical significance should not be confused with “statistical” significance.

Researchers use the word significant in two ways. In one sense, it refers to a statistical inference, which means the coefficient that is calculated is probably different from zero, that is, no relationship. Thus, a researcher may report that “a correlation of 30 is significant.” This type of phrase is associated with the statistical meaningful of significance.

- 4) The size of the correlation should be sufficient for the use of the results.

Much larger correlations are needed for predictions with individuals than for groups.

- 5) Prediction studies should report accuracy of prediction for new subjects.

To use the results of prediction research, it is necessary to know the accuracy of the predict relationship.

- 6) Procedures for collecting data should be clearly indicated.

It is important to indicate, in detail, the procedures used to collect the data used in calculating the correlations because the procedures affect reliability.

In the present study, correlational study refer to Relationship studies because the study performed by calculating correlation coefficients, and the study do not give a treatment to one or more groups of subjects while with holding it form a control group, analyzing performance before and after the treatment. To perform a relationship study, the researcher will identify a group of subjects and measure all the people in that group with regard to the two or more characteristics of interest.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher present some theories and research studies which are relevant to the topic, concept of self confidence, concept of self esteem, concept of speaking achievement, and theoretical framework.

A. Related Studies

There are some studies on the correlation among self confidence, self esteem and speaking achievement. First, the study was conducted by Joni Gunawan (2014), The Correlation Between Students' Self-Esteem And Speaking Achievement Of Undergraduate EFL Students Of English Education Study Program Of Islamic State University Of Raden Fatah Palembang. The result of this research is there was a significant correlation between students' self-esteem and speaking achievement with $r = 0.635$. Furthermore, there was also a significant influence of self-esteem on speaking achievement with 40,4%. This study could have implications for English language teachers, course designers, learners, and text book writers.

The differences in current study is the study focus to measure the correlation among self confidence, self esteem and speaking achievement. The previous research focus to investigate a correlation between self confidence and the students' speaking skill. And, the similarity in current study is the study have implications for teachers and learners.

Second, Rahmawati (2014), The Correlation Between Self-Esteem To The Students' Speaking Achievement. The findings shows that; (1) students' self-esteem and (2) students speaking achievement have positive and significant correlation with contribution of correlation determination is 8.41%. The data were analyzed by applying Person Product Moment formula.

The differences in current study is to measure the correlation among self confidence, self esteem, and speaking achievement. In the previous study is to measure the correlation between students self esteem and speaking achievement. And, the similarity in current study is the study was used questionnaire and apply correlation method.

Third, İsmail GÜRLER (2015), Correlation Between Self-confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students. The researcher was found that research indicate there is significant correlation between self-confidence and speaking skill within the level of .01. Therefore, speaking achievements reveal significant differences according to department but not gender. Self-confidence levels have significant differences regarding to the gender but not department.

The differences in current study is self confidence and self esteem was used questionnaire and speaking achievement was collected students score. The study was selected participant randomly. And, the similarity in current study is the study was used correlational research method and questionnaire was apply to the participant.

Fourth, Normawati & wa munna (2015), The Correlation Between Self-Confidence And The Students' Speaking Performance Of AMIK Global Kendari. The results showed the data collected by analyzed by using SPSS version 22, by consulting with the standard of critical value (r) 5 % of significance and the number of sample (N) = 30. Participants' mean score of self-confidence 68.1333, and students' speaking performance 67.2667 and participants' standard deviation of the students' self-confidence 6.9063 and the students' speaking performance 6.61208, the sig. (2 tailed) 0.000 0.05, mean that there is any positively significant correlation between students' self-confidence and the students' speaking performance about 91.8 %, on sig. 95%.

The differences in current study is the data was collected by using Pearson Product Moment in IBM SPSS 18 to test the linearity. And, the similarity is the study was used quantitative method.

Fifth, Weni Wulandari Gustaman (2015), The Correlation Between Students' Self-Esteem And Their English Speaking Competencies (a study of eleventh grade students at a public senior high school in cimahi). The findings showed that there was a positive significant correlation between students' self – esteem and their English speaking competencies at the moderate level. This study was concluded that self – esteem is taken into consideration to students' achievement in speaking English.

The differences in current study is the study was used quantitative method and apply questionnare and test. And, the similarity is the study was used questionnare and to measure the level of students speaking.

Sixth, Smitha Dev & Sura QiQieh (2016), *The Relationship Between English Language Proficiency, Academic Achievement And Self Esteem Of Non-Native-English-Speaking Students*. The result showed that the data were collected from 200 male and female students from Abu Dhabi University. The study could not find out any positive relationship among the variables. It is also revealed that language fluency (IELTS) has no direct impact on the ADU students' self-esteem scores and academic achievement (GPA).

The differences in current study is the variable was used r-coefisien and the data only 64 students. And, the similarity is the study was used questionnaire.

Seventh, Roysmanto (2018), *A Correlation Between Self-Confidence And The Students' Speaking Skill*. The finding of this research shows that there is a significance correlation between score of questionnaire and interview.

The differences in current study is the study was used questionnaire, observation and speaking score. And, the similarity is the study was used r-coefisien and have implication for english language teachers, course designer, learners and text book writers.

Eighth, Elvira Rosyida MR (2016), *Students Self Esteem in Speaking Ability*. The researcher found that research indicate that students' self esteem influence their speaking ability.

The differences in current study is that self esteem is one of factor physiological influent speaking and research about self esteem refer to speaking achievement. And, the similarity is the instrument was similar used it.

Nineth, Intan Satriani (2014), Correlation Between Students' Self Esteem And English Language Proficiency Of Indonesian Efl Students. The finding of this study showed that the students' self esteem have significantly strong positive correlation with their language proficiency.

The differences in current study is the study was measured the correlation among self confidence, self esteem and speaking achievement. And, the similarity is the study was tried to correlated the self esteem and speaking.

Tenth, Gaya Tridinanti (2018), The Correlation Among Speaking Anxiety, Self-Confidence, And Speaking Achievement Of Undergraduate Efl Students Of Tridinanti University Palembang. The researcher found two results. First of all, the students' speaking anxiety had significant correlation with their speaking achievement. It was found that correlation coefficient level between students' speaking anxiety and speaking achievement was (0.010). Second of all, the correlation coefficient level between students' self-confidence and speaking achievement was not correlated (0.425). Moreover, it is important for teachers and lecturers to encourage students and practice speaking English, especially to avoid the English speaking anxiety in the classroom.

The differences in current study is the population was 64 students at the third semester of IAIN Palangka Raya. And, the similarity is the study similar to use correlation coeficient theory.

B. Concept of Self Confidence

1. The Definition of Self - Confidence

According to Goleman in Mieke (2006: 30), self-confidence is the belief in oneself and abilities. It is how people feel about your ability and can vary from situation to situations.

According to McPheat (2010: 33) adds that self-confidence is one of three skills of self-awareness. Self-awareness is having a realistic understanding of our own abilities and strong sense of self-confidence.

According to Robberts (2012), the term 'self-confidence' and 'self-esteem' are often interchanged. self-confidence refers to how people feel about their capability and competence whereas self-esteem refers to how people respect themselves overall or the opinion of self and worth, or it can be said as the self-love or self-appreciation. This means that self-esteem should be developed first before confidence is shaped. Someone may feel so confident in some circumstances and less confident in some other. The components of self confidence :

a. Know your limits

Knowing what you can't do is an important element.

b. Know your values.

Values are indicators of what is important to you. Get skills.

Confidence is often tied to competence, as it should be.

- c. See others as people.

Often we feel inadequate because we see others as 'more than' and ourselves as 'less than' by comparison.

- d. Act

When all is said and done, you need to just go for it! Confidence builds as you take positive action and begin to see positive results.

2. Indicators of self confidence

There are some indicators according to Goleman in Mieke (2006: 59) :

- a. Desire and effort, desire can motivate someone to do physical and mental activity to reach the goal called effort. Effort is systematic conscious action toward achievement.
- b. Optimistic, believing in oneself that good thing will happen in the future as they expected.
- c. Adaptation, the process of adjustment to suit different environment without changing original identity.
- d. Motivation, enthusiasm of reaching the goal or it can be defined as the mental strength forming systematic action to reach the goal.
- e. Having and utilizing the superiority, it gets started with self-awareness. People have to be aware about themselves, their capability, superiority, weakness.
- f. Having physical and mental health, people with psychological health will have good control emotion when they are angry, stressed and down.

- g. Autonomous, it can be defined as the independence to make decision without any intervention from other.

3. The important of self confidence

Self confidence is an important way to improve own general language skills in English. Confidence can be a self fulfilling profession, which means that those without it may fail in achieving goals, or not even try because the lack of self – confidence, and those with it may the lack of vocabulary, grammar, etc. They got low score in public speaking class because they had less self confidence to learn speaking skill.

C. Concept of Self Esteem

1. Definition of self esteem

Brown and Diener quoted in Passer and Smith (2007) “self esteem, how positively or negatively we feel about ourselves, is a very important aspect of personal well-being, happiness, and adjustment”. Other opinion from Harter cited in Nurpahmi (2008) has defined “self esteem as the level of global regard that one has for the self of a person”. While, Osborne cited in Nurpahmi (2008) defined “self esteem as a relatively permanent positive or negative feeling about self that may become less positive and negatives as individuals encounter and interpret success and failures in their daily lives”.

2. The components of self esteem

According to Coopersmith in Ajizah (2013) there are 4 components of self esteem as follow successes, value, aspiration and defences. While these fourth components of self esteem can be a source in build our self esteem.

3. The important of Self-Esteem

Martin et al cited in Nurpahmi (2008) assumed that the study of self esteem is essential psychological research because it has been associated with, among other aspects, psychological well-being, self-handichapping and strategies and defensive pessimism, the influence of the environment and the family educational style, learning strategies, and academic achievement.

4. Levels of self-esteem

According to Brown in Halima (2016) there are three levels of self-esteem that have been described in the literature to capture its multidimension, namely, global, situational, and task self-esteem. According to brown (2000), in general, he classifies self esteem into three types:

a. Global self – esteem

Global self – esteem refers to the individual's overall evaluation of the self – appraisal which is strongly dealing with psychological well – being.

b. Specific self – esteem

Specific self – esteem is a better predictor of behavioral outcomes and actual performance on the concept attainment test (Rosenberg et.al, 1995; Shraugher, 1972). Specific self-esteem has a strong effect on school

performance; moreover, having a good specific self – esteem is needed for students to acquire second or foreign language (Brown, 2000; Rosenberg, 1995).

c. Task self – esteem

In the educational domain, task self-esteem relates to particular tasks within specific situations which focus on one special subject area (Brown, 2000). Task self-esteem appropriately refers to one's self-evaluation of a particular aspect of the process, such as speaking, writing, a particular class in a second language, or even a special kind of classroom exercise (Brown, 2000).

In this study, task self-esteem is appropriate to be connected to oral performance. This study focuses on low and high characteristics of self – esteem. Students with high self – esteem:

- 1) Is open to criticism and deal with mistakes comfortably. They will learn their failures as the experience which leads to a better life.
- 2) Can give and receive expressions of feeling, appreciation and so on spontaneously.
- 3) Has better relationships with people and make better impression on others because they tend to be likeable and attractive.
- 4) Accepts changes in different life aspects and behave flexible in responding to situation and challenges without being worried.
- 5) Can handle under conditions of stress.

- 6) Speaks about his proficiency and lack of it with honesty and without being embarrassed because they appreciate their own merits, worthiness, and capabilities of doing well in some contexts.
- 7) Has more willingness to speak in groups easily and confidentially without being shy and fear of making mistakes.
- 8) Does not consider him or herself inferior to others and think that all people have the same ability.

Meanwhile, students with low self – esteem:

- 1) Feels awkward, shy, conspicuous and unable to express him or herself with confidence.
- 2) Is worried about making mistakes and is always embarrassed to expose him or herself to anything new or a particular situation.
- 3) Is hyper sensitive and hyper alert to signs of rejection.
- 4) Deals with life in a protective and defensive manner.
1. Is depressed, unhappy and shows a greater degree of anxiety and aggression.
2. Does not feel satisfaction with his/her life and underestimates with their abilities.
3. Is vulnerable to criticism and has greater social anxiety.
4. Feels inferior to others or unworthy.
5. Does not like leadership role or voluntary tasks.
6. Behaves inconsistently.

7. Suffers a lot from personal mistakes and sees failure as a result of deficiency in his/her abilities.

5. Self esteem in language learning

The intrinsic factor of self-esteem has been reported as one of the personality factors present during any cognitive or affective activity in the foreign or second language classroom (Kanafani, 2009). Bouchareb (2010) reinforces that self-esteem is considered an important affective element in the process of scholastic and educational achievement.

In addition, Heyde (cited in Brown, 2000) studied the effects of different levels of self-esteem on the performance of an oral production task by American college students learning French as a foreign language. She found that the different levels of self-esteem correlated positively with performance of oral production measures. Thus, self-esteem is considered an important affective element in the process of scholastic and educational achievement (Bouchareb, 2010). Thus, students with high self-esteem tend to take risks and learn more foreign language in depth from failures they made. One of studies which conduct this issue is Koosha's study.

Koosha, et al., (2011) conducted the study in Islamic Azad University, Khorasgan Branch. Twenty undergraduate EFL students were involved in this research; they filled the questionnaire and followed speaking tests. The result showed a significant relationship between self-esteem and speaking skill with fluency exerting the most influence, the other skills affects as well, yet not

statistically significant. Koosha et al., (2011) concludes those who enjoy higher levels of self-esteem are more sociable, more risk taking and more prepared to share their views with others regardless of whether, lexically or grammatically, they produce what can be regarded as accurate or standard or even correct English. Self-esteem and speaking performance have a correlation which relates to one and another, when one with high self-esteem, he or she becomes more successful learners in oral communication as well.

6. Indicator of self esteem

In Heatherton, T. F. & Polivy, J. (1991). Development and validation of a scale for measuring state self-esteem. *Journal of Personality and Social Psychology*: there are 3 components of self-esteem: (1) performance self-esteem, social self-esteem, and appearance self-esteem.

D. Concept of Speaking Achievement

1. The definition of speaking

In Hornby (1995) speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, the speaking skill is the ability to perform the linguistic knowledge in the actual communication. "Speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable, and as this are not a book about human needs and desires we will not even attempt to provide

examples. Its meaning lies in the structure and meaning of all language, whether this is written or spoken. But speaking nevertheless differs from written language in a number of respects” Halliday and Biber cited in Rahmawati (2016).

2. The Elements of Speaking

Speaking is making use words in ordinary voice, uttering words, knowing and being able to use language; expressing one in words; making speech. While skill is the ability to do something well. Therefore, we can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is to perform the linguistics knowledge in actual communication. Hornby (1995) states that the ability functions to express our ideas, feeling, thoughts, and need orally.

3. Types of Speaking

Brown (2004) said that there are 5 types of speaking, we cited them categories of listening performance assessment tasks. A similar taxonomy emerges for oral production: initiative, intensive, responsive, interactive, expensive.

4. Characters of Successful Speaking

When the students choose to learn a language, they are interested in learning to speak that language as fluently as possible. There are the characteristics of successful speaking.

a. Learners talk a lot

As much as possible of the period of time allocated to the activity is a fact occupied by learners talk.

b. Participation

Participation is even Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and participate in class.

c. Motivation

Motivation is high All students have enthusiasm to speak in class. The successful in speaking is measured through someone ability to carry out a conversation in the language.

5. Aspect of speaking achievements

Byrn (as cited in Bouchareb, 2010) states that speaking is a two-way processing between the speaker and the listener, it makes use of both speaking which is a productive skill and listening with understanding which is a receptive skill. Speaking is important, as it is said by Richards & Rodgers (1986) that it is one of the central elements of communication in EFL (English as a Foreign Language) teaching. The more definitions of speaking are uttered by other experts.

According to Harmer and Brown (2001), speaking competencies are the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot” and carry

on a conversation reasonably and competently. They know about a language – verb forms, vocabulary items, basic grammatical patterns, and the like, and quite another to know how to use it effectively in a conversational exchange (Savignon, 1988). In addition, speaking competence is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience (Utama, 2013).

Harmer (2001) declares dimensions of speaking competence, which are (1) ability to process information on the spot (mental/social processing), (2) knowledge of language features. The Standford FLOSEM adapted by Padilla & Sung (1999) mentions the main points of language should be taken into account, including comprehension, fluency, pronunciation, expression, and structure (grammar). There are some activities to assess students' speaking competencies such as *Acting from a Script, Role – Play, Interviews, Responses to a Series of Picture, and Reporting* (Harmer, 2001 and Kayi, 2006). This study would like to choose a role – play as a medium to evaluate student's speaking competency. Role play is “a classroom activity which gives the student the opportunity to practice the language, the aspects of role behavior, and the actual roles he may need outside the classroom” (Livingstone, 1983). They are pretending they are in various social contexts and have a variety of social roles (Kayi, 2006).

6. Testing speaking

Speaking is a central area in language aquisition. Assessing speaking skill is not easy. Assessing speaking proficiency has to be careful and sharp. It is the

activity done to acquire the information about speaking teaching outcomes of the students during and after teaching learning activity. According to David P. Harris (1969: 190) there are some components that are recognized in analysis of speech process: pronunciation (including segmental features, vowels and consonants, and the stress and intonation patterns), grammar, vocabulary, fluency and comprehension.

In public speaking assessment there are some aspects that also should be concerned such as topic, content, accuracy, self-confidence, clarity, eye contact, loud and clear voice and the way the students deliver introduction and closing. The lecturer will objectively see the characteristics of each student's speaking ability whether they achieve 1, 2, 3, or 4 score. Then the score can be easily calculated. The maximum score gained into 40. Brown (2003: 167), testing speaking can be done by: a) discussion, b) problem solving, c) role play, d) conversation, e) speeches (such as story telling, retell story, etc), f) interview, g) games.

In this study, the researcher will be scored the student's achievement based on five components of speaking skill by using the scale rating score; pronunciation, grammar, vocabulary, fluency and comprehension by (David P. Harris, 1977: 81-82).

E. Theoretical Framework

1. Theory of r-coefficient

a. Definition of r-coefficient

Based on Moore & McCabe, (1989). Correlation coefficient is a measure of association between two variables, and it ranges between -1 and 1 . If the two variables are in perfect linear relationship, the correlation coefficient will be either 1 or -1 . The sign depends on whether the variables are positively or negatively related. The correlation coefficient is 0 if there is no linear relationship between the variables. Two different types of correlation coefficients are in use. One is called the Pearson product moment correlation coefficient, and the other is called the Spearman rank correlation coefficient, which is based on the rank relationship between variables.

The Pearson product-moment correlation coefficient is more widely used in measuring the association between two variables. Given paired measurements $(X_1, Y_1), (X_2, Y_2), \dots, (X_n, Y_n)$, the Pearson productmoment correlation coefficient is a measure of association given by :

$$r_{X_1 X_2 Y} = \frac{\sqrt{r_{X_1 Y}^2 + r_{X_2 Y}^2 - 2(r_{X_1 Y})(r_{X_2 Y})(r_{X_1 X_2})}}{1 - (r_{X_1 X_2})^2}$$

where $X_{\bar{}}$ and $Y_{\bar{}}$ are the sample mean of X_1, X_2, \dots, X_n and Y_1, Y_2, \dots, Y_n , respectively. The Pearson product-moment correlation coefficient, better known as the correlation coefficient, or as r , is the most widely used correlation

coefficient. Values of r for pairs of variables are commonly reported in research reports and journals as a means of summarizing the extent of the relationship between two variables. Pearson's r summarizes the relationship between two variables that have a straight line or linear relationship with each other. If the two variables have a straight line relationship in the positive direction, then r will be positive and considerably above 0.

If the linear relationship is in the negative direction, so that increases in one variable, are associated with decreases in the other, then $r < 0$. The possible values of r range from -1 to +1, with values close to 0 signifying little relationship between the two variables. Exactly how different from 0 the value of r must be before providing evidence of a relationship can be determined on the basis of an hypothesis test.

The Pearson correlation coefficient, r , can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. A value greater than 0 indicates a positive association; that is, as the value of one variable increases, so does the value of the other variable. A value less than 0 indicates a negative association; that is, as the value of one variable increases, the value of the other variable decreases. The two variables have to be measured on either an interval or ratio scale. However, both variables do not need to be measured on the same scale (e.g., one variable can be ratio and one can be interval).

There are five assumptions that are made with respect Pearson's correlation :

- 1) The variables must be either interval or ratio measurements.
- 2) The variables must be approximately normally.
- 3) There is a linear relationship between the two variables.
- 4) Outliers are either kept to a minimum or are removed entirely.
- 5) There is homoscedasticity of the data.
- 6) To test to see whether your two variables form a linear relationship you simply need General formula of simple linear correlation or Pearson product moment correlation is defined as follows:

b. Types of r-coefficient

- 1) Product Moment Pearson: Both variables are interval scale
- 2) Rank Spearman: Both variables are ordinal scale
- 3) Serial Point: An actual nominal scale and one interval scale
- 4) Biserial: One artificial scale and one interval scale
- 5) Contingency coefficients: The two variables are nominal scale

c. Function of r-coefficient

- 1) To state whether or not there is a relationship between variable X and variable Y.
- 2) To state the amount of variable contribution one to the other expressed in percent.
- 3) R value

The largest r value is $+1$ and the smallest r is -1 . $r = +1$ indicates a positive relationship perfect, while $r = -1$ shows perfect negative relations. • r does not have units or dimensions. + Or - only shows direction relationship. Interpretation of r values is shown below in table :

Table 2.1
Interpretation of r values

R	Interpretasi
0	Tidak berkorelasi
0.01-0.20	Korelasi sangat rendah
0.21-0.40	Rendah
0.41-0.60.	Agak rendah
0.61-0.80	Cukup
0.81-0.99	Tinggi
1	Sangat tinggi

In this research speaking achievement meant the students' ability to communicate each other and to express their ideas concern with self confidence, self esteem. While, according to Halliday and Biber cited in Rahmawati (2016) "Speaking is the verbal use of language to communicate with others"

2. The validity and reliability

a. Validity

Validity is defined as the extent to which a concept is accurately measured in a quantitative study. For example, a survey designed to explore depression but which actually measures anxiety would not be considered valid. The second measure of quality in a quantitative study is reliability, or the accuracy of an instrument.

In other words, the extent to which a research instrument consistently has the same results if it is used in the same situation on repeated occasions. A simple example of validity and reliability is an alarm clock that rings at 7:00 each morning, but is set for 6:30. It is very reliable (it consistently rings the same time each day), but is not valid (it is not ringing at the desired time). It's important to consider validity and reliability of the data collection tools (instruments) when either conducting or critiquing research. There are three major types of validity are content validity, construct validity, and criterion validity.

b. Reliability

Reliability relates to the consistency of a measure. A participant completing an instrument meant to measure motivation should have approximately the same responses each time the test is completed. Although it is not possible to give an exact calculation of reliability, an estimate of reliability can be achieved through different measures.

In this research the test will be taken from speaking test on the third semester of IAIN Palangka Raya.

3. The normality test

The normality tests are supplementary to the graphical assessment of normality. The main tests for the assessment of normality are Kolmogorov-Smirnov (K-S) test, Lilliefors corrected K-S test, Shapiro-Wilk test, Anderson-Darling test, Cramer-von Mises test, D'Agostino skewness test, Anscombe-Glynn kurtosis test, D'Agostino-Pearson omnibus test, and the Jarque-Bera test. Among these, K-S is a much used test (11) and the K-S and Shapiro-Wilk tests can be conducted in the SPSS Explore procedure (Analyze → Descriptive Statistics → Explore → Plots → Normality plots with tests). The tests mentioned above compare the scores in the sample to a normally distributed set of scores with the same mean and standard deviation; the null hypothesis is that “sample distribution is normal.”

If the test is significant, the distribution is non-normal. For small sample sizes, normality tests have little power to reject the null hypothesis and therefore small samples most often pass normality tests. For large sample sizes, significant results would be derived even in the case of a small deviation from normality, although this small deviation will not affect the results of a parametric test. The K-S test is an empirical distribution function (EDF) in which the theoretical cumulative distribution function of the test distribution is contrasted with the EDF of the data. A limitation of the K-S test is its high sensitivity to extreme

values; the Lilliefors correction renders this test less conservative. It has been reported that the K-S test has low power and it should not be seriously considered for testing normality.

Moreover, it is not recommended when parameters are estimated from the data, regardless of sample size. The Shapiro-Wilk test is based on the correlation between the data and the corresponding normal scores and provides better power than the K-S test even after the Lilliefors correction. Power is the most frequent measure of the value of a test for normality the ability to detect whether a sample comes from a non-normal distribution. Some researchers recommend the Shapiro- Wilk test as the best choice for testing the normality of data. In this research the normality of final test will be used with level significant 0,01.

4. Pearson/Product Moment Test

a. Product Moment Test

Pearson's r is a measure of the linear relationship between two interval or ratio variables, and can have a value between -1 and 1. It is the same measure as the point-biserial correlation; a measure of the relationship between a dichotomous (yes or no, male or female) and an interval/ratio variable (Cramer, 1998). The advantage of using Pearson's r is that it is a simple way to assess the association between two variables; whether they share variance (*covary*), if the relationship is positive or negative, and the degree to which they correlate. The disadvantages of using Pearson's r is that it can not identify relationships that are

not linear, and may show a correlation of zero when the correlation has a relationship other than a linear one.

Additionally the types of variable that can be evaluated are limited. In addition to Pearson's r , *semipartial* and *partial correlation* can be employed in order to estimate the relationship between an outcome and predictor variable after controlling for the effects of additional predictors in the equation. "Pearson's correlation is the ratio of the variance shared by two variables" (Cramer, 1998, p. 137). Assumptions Of Primary importance are *linearity* and *normality*. Pearson's r requires that interval data be used to determine a linear relationship. Further assumptions must be met in order to establish statistical significance, "...for the test statistic to be valid the sample distribution has to be normally distributed" (Field, 2009, p. 177).

Homoscedasticity assumes that the error at each level of the independent variable is constant. A violation of the assumption of homoscedasticity increases the chances of obtaining a statistically significant result even though H_0 is true. In this research the product moment test will be used to check the correlation among variables.

b. Significant Testing of Pearson's r

Pearson's In order to infer that the calculated r is applicable to the population from which the sample was drawn, statistical analysis must be performed to determine whether the coefficient is significantly different from

zero. The hypothesis that the population correlation coefficient is 0, and may be computed by calculating t :

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

r = Pearson's product-moment correlation coefficient

n = sample size of paired scores

$df = n - 2$

If the sample size is small, a high correlation coefficient (close to -1 or 1), may be nonsignificant. Contrariwise, a large sample may have a statistically significant r but have no clinical significance. Subsequently it is important to consider both the magnitude of the correlation coefficient, the significance of the t-test, and the context of the research question.

c. Coefficient of Determination

By squaring the correlation coefficient r , the total variability in Y can be accounted for after regressing Y on X; r^2 can be considered to be a measure of the strength of the linear relationship. The resulting value when multiplied by 100 results in a percent variance, e.g., if the correlation coefficient for X and Y is $r = .50$, then $r^2 = (.50)(.50) = .25 = .25(100) = 25\%$. X explains 25% of the variability in Y (Zar, 1999).

d. The Significance of Correlation

1) Pearson's Product Moment Correlation (r)

The Pearson's product Moment Correlation coefficient is a measure of the strength and direction of association that exists between two variables measured on at least an interval scale. A Pearson's correlation attempts to draw a line of best fit through the data of two variables, and the Pearson's correlation coefficient, r , indicates how far away all these data points are from this line of best fit. When the Pearson's correlation is to be used, one must make necessary checks to ensure that the Pearson's correlation is the appropriate statistic. The way to do this is to ensure the following four assumptions are passed the two variables must be measured at the interval or ratio scale.

- 2) There is a linear relationship between the two variables
- 3) There should be no significant outliers. Outliers are single data points within your data that do not follow the usual pattern.
- 4) The data should be approximately normally distributed.
- 5) Test for the significance of relationships between two continuous variables Pearson's correlation measures the strength of a relationship between two variables. But in research any relationship should be assessed for its significance in addition to its strength. The strength of a relationship is indicated by the correlation coefficient , but actually measured by the coefficient of determination. The significance of the

relationship is expressed in probability levels (where The value of tells how unlikely a given correlation coefficient will occur given that no relationship exists in the population. The stronger the relationship, whereas a smaller α -level indicates more significant relationship. In testing for the significance of correlation coefficient, some assumptions are necessary. First, let us assume that r is the correlation between two variables (x and y) in a given sample, and that ρ is the correlation between the same two variables (x and y) in the population from where the sample was taken. Next, let us assume that there is no relationship between x and y in the population (that is $\rho = 0$). In correlation analysis, this means the null hypothesis that there is no significant relationship between x and y in the sample (that is $r = 0$).

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

This study was based on quantitative approach. The design of the study was correlational study. Correlational study is to know the correlation between two or more variable and how far one variable influence other variable (Elliot, 1993:35). The researcher was used correlational study is to measure “the correlation among self-confidence, self-esteem and speaking achievement at the third semester of IAIN Palangka Raya”.

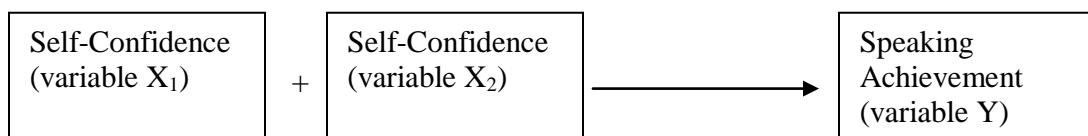
According to Creswell (2012:338), correlational design provides an opportunity to predict scores and explains the relationship among variables. The researcher was used this design because researcher want to find out the significant of correlation among students “self confidence, self esteem and their speaking achievement at the third semester of IAIN Palangka Raya”. The researcher was used correlational study because this research study about correlation among students self confidence, self esteem and speaking achievement at the third semester of IAIN Palangka Raya. And, the researcher correlated self-confidence, self esteem and speaking achievement in speaking class. This study was intended to test the research

hypothesis that is there was positive correlation between students' self-confidence, self-esteem and their speaking achievement. It could be summerized that :

- 1) If high scores variable are associated with high score on the other variable, there is positive relationship between the two or more variables.
- 2) If high scores variable are associated with low score on the other variable, there is negative relationship between the two or more variables.
- 3) If there is no systematic pattern between high and low score, there will be no relationship between the two or more sets of variable.

The correlation coefficient is a measure of correlation strength and can range from -1.00 to +1.00. Perfect positive correlation would result in a score +1.00. perfect negative correlation would result in -1.00 (Nunan, 1992:32). There are three variables in this research, those are self-confidence at the third semester of IAIN Palangka Raya as the independent variable 1 (variable X_1), self-esteem at the third semester of IAIN Palangka Raya as the independent variable 2 (variable X_2), and speaking achievement as the dependent variable (variable Y). The correlation between three variables can be seen in the figure :

Figure 3.1 Variable of the Study



B. Population and Sample

1. Population

According to Ary et al (2010, p.647), “Population is the large group to which a researcher wishes to generalize; it includes all member of a define class of the people, events or objects. The population will the generalization that occurred over the subject/object: had certain qualities and characteristics set by the researchers to learn and drawn the conclusion”.

In this research, the population is at the third semester students of IAIN Ralangka Raya in the academic year of 2019/2020. The total number of population will be 64 students. As follow as in the table :

Table 3.1
Number of Population

No	Class	Total (students)
1	A	32
2	B	32
Total		64

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population Creswell (2012:142). Arikunto (2002:112) says that if the population is 100 or less, it is better to take the whole population as the sample, if the population is more than 100 respondents, the researcher can take 10-15 %or 20-25 % or more than 25% of the population based on the capability of a researcher.

In this research, the researcher will take 64 students as the sample because the population less than 100. The participants in this study was 64 students from two classes; A and B at the third semester of IAIN Paangka Raya. The selection was based on population because the population is 100 less, it is better to take the whole population as the sample.

C. Research Instrument

1. Research Instrument Development

The instruments of this research was used questionnaire and test. the questionnaire was used to measure of their self confidence and self esteem. The test was used to measure the ability of students in speaking achievement at the third semester students of IAIN Palangka Raya.

a. Questionnaire

Brown in Dornyei (2003, p. 6) states that questionnaire are any writtten instruments that present respondents with a series of question or statements to which they are to react either by writing out their answer or selecting from among existing answers. The questionnaire applied in this research was adapted from mita wahyuni thesis for self confidence questionnaire. There will 13 questions to measure students' self confidence and 8 questionnaire to measure self-esteem.

1) Questionnaire for self confidence

Table 3.2

Scoring for Self Confidence

Question positive	Question negative
Always = 4	Always =1
Often = 3	Often = 2
Sometimes = 2	Sometimes = 3
Never =1	Never = 4

Table 3.3

Questionnaire for Self Confidence

Good luck !!!

No	Question	Always	Often	Sometimes	Never
1	When there is material I don't understand, I ask the teacher or friend who understands better.				
2	I feel I have strengths and talents to develop.				
3	I dare to appear in front of the class with				

	my own initiative / without being appointed or called				
4	I like challenges.				
5	I am well known to friends.				
6	I feel I have a good learning achievement at school.				
7	I prefer to be alone when there is a problem.				
8	I was able to overcome tension in various situations.				
9	I have a strong will in realizing wishes.				
10	I feel friends don't want to hang out with me.				
11	I find it hard to get				

	along with people I just met.				
12	I feel I'm not attractive.				
13	I like new things.				

Based on rosenberg scale there was two level of self confidence questionnaire.

The scoring rubrics can be seen below:

Table 3.4
Self Confidence Interpretation

Score	Interpretation
1120-1764	High
144-110	Low

2) Questionnaire for self esteem

Table 3.5
Scoring for Self Esteem

Question	Scores
Not at all	1
A little bit	2
Somewhat	3
Very much	4
Extremely	5

Table 3.6
Questionnaire for Self Esteem

No	Question	Not At All	A Little Bit	Some what	Very Much	Extremely
1	I feel as smart as others.					
2	I feel displeased with myself					
3	I am worried about what other people think of me.					
4	I feel unattractive.					
5	I feel concerned about the impression I am making.					
6	I feel that I have less scholastic ability right now than others.					
7	I feel like I'm not doing well.					
8	I am worried about looking foolish.					

Scoring:

Items 2, 4, 5, 7, 8, 10, 13, 15, 16, 17, 18, 19, 20 are reverse-scored.

Sum scores from all items and keep scale as a continuous measure of state self esteem. The subcomponents are scored as follows: Performance Self-esteem items: 1, 4, 5, 9, 14, 18, 19. Social Self-esteem items: 2, 8, 10, 13, 15, 17, 20. Appearance Self-esteem items: 3, 6, 7, 11, 12, 16.

Based on rosenberg scale there was two level of self esteem questionnaire. The scoring rubrics can be seen below:

Table 3.7
Self Esteem Interpretation

Score	Interpretation
400-784	High
64-350	Low

b. Test

According to Brown (2004: 3), “A test is an equipment for measuring the ability, knowledge, or performance of a person in a given domain.” Hornby (1995, p. 1233) states that test is a short examination of knowledge and skill, consisting of questions that must be answered. The researcher used test to get the data of students’ achievement. As a researcher instrument to know the students score, the resecher with the english teacher will give speaking test.

Table 3.8
Speaking Test

Aspect	Competency	Score
Pronunciation	Have few traces of foreign accent	5
	Always intelligible, though one is conscious of a definite accent.	4
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
	Very hard to understand because of pronunciation problem, must frequently be asked to repeat.	2
	Pronunciation problem so severe as to make speech virtually unintelligible	1
Grammar	Makes few noticeable errors of grammar or word-order	5
	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.	4
	Makes frequent errors of grammar and word-	3

	order which occasionally obscure meaning.	
	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic pattern	2
	Errors in grammar and word-order so severe as to make speech virtually unintelligible.	1
Vocabulary	Use of vocabulary and idiom is virtually that of a native speaker.	5
	Sometimes use in appropriate term and/or must rephrase ideas because of lexical inadequacies.	4
	Frequently uses the wrong word; conversation somewhat limited because of inadequate vocabulary.	3
	Misuse of word and very limited vocabulary make comprehension quite difficult.	2
	Vocabulary limitations so extreme as to make conversation virtually impossible.	1
Fluency	Speech as fluent and effortless as that of a native speaker.	5
	Speed of speech seems to be slightly affected by language problems.	4
	Speed is rather strongly affected by language	3

	problems.	
	Usually hesitant, often forced into silence by language limitations.	2
	Speech is as halting and fragmentary as to make conversation virtually impossible.	
Comperhensi on	Appears to understands everything without difficult.	5
	Understands nearly everything at normal speed, although occasional repetition may be necessary.	4
	Understand most of what is said at slower thann normal speed with repetitions.	3
	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.	2
	Cannot be said to understand even sample conversation English	1

The criteria for assessment of speaking test are presented as follows :

Pronunciation : 5

Grammar : 5

Vocabulary : 5

Fluency : 5

Comperhension : $\frac{5+}{25}$

Score = $\frac{\text{The result of score x100}}{\text{Maximum score}}$

(Harris' Scale Rating Scores)

Based on Haris Rating Scale there was two level of speaking test. The scoring rubrics can be seen below:

Table 3.9
Speaking Test Interpretation

Score	Interpretation
71 - 94	Excelent
36 – 70	Fair

2. Instrument Validity

According to Donald Ary, validity was defined as the extent to which scores on a test enable one to make meaningful appropriate interpretations. The focus of this research is on instrument itself. There are three types of validity:

a. Content Validity

According to Hughes, a test is said to have content validity if its content constitutes a representative samples of the language skill, structures, etc. In this resesarch, there are three instrument :

1) Self confidence questionnaire

The researcher measured students' self confidence questionnaire consists of 13 items and divided into 7 sub-contents, see the following:

Table 3.10

Indicators of Self Confidence

No	Indicators	Number of items
1	Desire and efforts	1
2	Optimist	7, 10,12
3	Motivation	4,10
4	Adaptation	5,8,11
5	Having and utilizing superiority	2,6,9
6	Having psycal and mental health	2
7	Autonomous	3,13

2) Self esteem questionnaire

The researcher measured students' self esteem questionnaire consists of 8 items and divided into 3 sub-contents, see the following:

Table 3.11

Indicator of Self Esteem

No	Indicators	Number of items
1	Performance self esteem	1, 6, 7
2	Social self esteem	2, 3, 5, 8
3	Appearance self esteem	4

b. Face Validity

Hughes (2003,p.33) states that a test is said to have face validity if its look as measures what its supposed to measure. The test intended to measure students speaking achievement.

c. Construct Validity

(Andrews, 1984; McMillan & Schumacher, 2006) states that construct validity whenever a certain attribute has to be measured, construct validity is involved. The object of construct validity is to determine whether the inference made about the result of the assessment are meaningful and serve the purpose of the assesment. The researcher used formula of product moment to measure the validity of the instruments, product moment formulation as follow :

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2) (N \sum Y^2 - (\sum Y)^2)}}$$

Where :

r_{xy} = numeral of index correlation r

N = total sample

$\sum XY$ = amount X score and Y score

$\sum X$ = amount X score

$\sum Y$ = amount Y score

(Anas S, 2007, p. 219)

To know the validity level of instrument, the result of the test was interpret to the criteria coefficient correlation:

Table 3.12
Criteria of Validity

Validity	Interpretation
0.800 – 1.000	Very high validity
0.600 – 0.799	High validity
0.400 – 0.599	Fair validity
0.200 – 0.399	Poor validity
0.000 – 0.199	Very poor validity

(Riduwan, 2007, p. 110)

3. Instrument Reliability

(Bayazidi & Saeb, 2016, p.31) reliability means that score from an instrument are stable and consistent. Scores should remain nearly the same when researchers administer the instrument at different occasions. Also, scores need to

be consistent. The result of the test was interpreted to the criteria coefficient correlation :

Table 3.13
Criteria of Reliability

Validity	Interpretation
0.800 – 1.000	Very high validity
0.600 – 0.799	High validity
0.400 – 0.599	Fair validity
0.200 – 0.399	Poor validity
0.000 – 0.199	Very poor validity

4. Normality Distribution Test

The normality tests are supplementary to the graphical assesment of normality. The researcher will use Kolmogrov – Smirnov D test because this test of normality for large samples.

The purposes of the normal distribution test is to decide which statistic analyze type that will be used in this research, parametric or non parametric. The data is categorized as normal if Z value > 0.05 .

5. Linear Regression Test

A technique that is often use is regression, which involves estimating the best straight line to summarize the association. The data is categorized as linear if the value of sig. deviation from linearity is > 0.05 . Linear regression is a basic and commonly used type of predictive analysis.

6. Homogeneity Test

If a parametric test of the correlation coefficient is being used, assumptions of bivariate normality and homogeneity of variance must be met. The formula of homogeneity is :

$$F = \frac{\text{Bigger Variant}}{\text{Smaller Variant}}$$

Where :

F : Frequency

The hypothesis in homogeneity :

$F_{\text{value}} \leq F_{\text{table}}$, means both of variants are homogeneity

$F_{\text{value}} \geq F_{\text{table}}$, both of variants are homogeneity

If calculation result of F was lower than F table by 5% degree of significance so H_0 was accepted, it means that group have same variant.

D. Data Collection Procedures

Arikunto (2002: 197) said that are five methods in collecting the data. They are questionnaire, interview, observation, test and documentation methods. In this research, the researcher used two of the five methods; they are questionnaire and test methods. The researcher was used some steps in order to obtain the data as follows:

1. The researcher chose the place of the research.
2. The research asked permission to carry out of the research.

3. The researcher gave the students a questionnaire of self confidence and self esteem and give a test for speaking achievement.
4. The researcher asked the students to answer in certain time.
5. The researcher checked the students answer.
6. The researcher analyzed the data.
7. The researcher interpreted the analysis the data.

E. Data Analysis Procedures

After the data are collected, the reseacher was analysed them to obtain the result, as follow as:

1. Tabulate the data into the distribution of frequency of score table, and find the mean, standar deviation of students of variable X1, X2, Y by using formula below:

- a. Mean of students' score (Ary, D. 2010, p. 108):

$$M = \frac{\sum Y}{N}$$

Where :

M = mean

$\sum Y$ = the sum of scores

N = number of students

- b. Standar deviation

$$x = X - \bar{X}$$

where :

x = deviation score

X = raw score

\bar{X} = mean

2. Calculate the data by using Pearson Correlation Product Moment :

$$r_{x_1 x_2 y} = \frac{\sqrt{rx_1 y^2 + rx_2 y^2 - 2(rx_1 y)(rx_2 y)(rx_1 x_2)}}{1 - (rx_1 x_2)^2}$$

Where :

$r_{x_1 x_2 y}$: The multiple correlation coefficient

$rx_1 y$: The correlation coefficient between variable x_1 and y

$rx_2 y$: The correlation coefficient between variable x_2 and y

$rx_1 x_2$: The correlation coefficient between variable x_1 and x_2

3. Interpret the data.
4. Make a result and conclude the data analysis.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the data that have been collected. The data is the result of self confidence questionnaire, self esteem questionnaire, speaking achievement test, the research findings, and discussion.

A. Data Presentation

1. Self Confidence Questionnaire

The research was conducted self confidence questionnaire at the third semester students' of IAIN Palangka Raya. The researcher conducted the research on 04 October 2019 for A class and 17 october 2019 for B class. There were 64 students taken as a sample. The 13 items for self confidence questionnaire (SCQ) were employed to invistigate the students' self confidence. The SCQ was administered by the researcher himself. The SCQ applied in this research was adapted from Mita Wahyuni thesis for self confidence questionnaire. A higher score of questionnaire means higher degree for self confidence. The result of self confidence is shown below in table and graphic :

Table 4.1
The Result of Self Confidence

No	CODE	Self Confidence (X_1)	X^2	Criteria
1	S-1	32	1024	Low
2	S-2	33	1089	Low
3	S-3	39	1521	High
4	S-4	39	1521	High
5	S-5	39	1521	High
6	S-6	28	784	Low
7	S-7	39	1521	High
8	S-8	30	900	Low
9	S-9	29	841	Low
10	S-10	37	1369	High
11	S-11	36	1296	High
12	S-12	32	1024	Low
13	S-13	30	900	Low
14	S-14	35	1225	High
15	S-15	37	1369	High
16	S-16	39	1521	High
17	S-17	36	1296	High
18	S-18	41	1681	High
19	S-19	18	324	Low

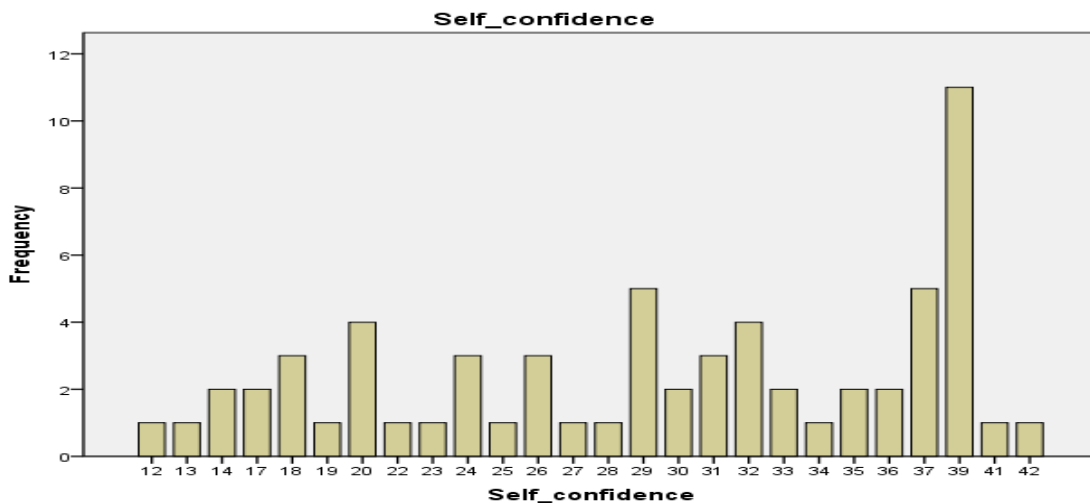
20	S-20	20	400	Low
21	S-21	18	324	Low
22	S-22	31	961	Low
23	S-23	37	1369	High
24	S-24	33	1089	Low
25	S-25	39	1521	High
26	S-26	29	841	Low
27	S-27	24	576	Low
28	S-28	27	729	Low
29	S-29	20	400	Low
30	S-30	24	576	Low
31	S-31	29	841	Low
32	S-32	25	625	Low
33	S-33	29	841	Low
34	S-34	26	676	Low
35	S-35	20	400	Low
36	S-36	22	484	Low
37	S-37	39	1521	High
38	S-38	31	961	Low
39	S-39	31	961	Low
40	S-40	39	1521	High

41	S-41	26	676	Low
42	S-42	42	1764	High
43	S-43	35	1225	High
44	S-44	39	1521	High
45	S-45	37	1369	High
46	S-46	32	1024	Low
47	S-47	39	1521	High
48	S-48	32	1024	Low
49	S-49	34	1156	High
50	S-50	13	169	Low
51	S-51	17	289	Low
52	S-52	14	196	Low
53	S-53	18	324	Low
54	S-54	17	289	Low
55	S-55	14	196	Low
56	S-56	12	144	Low
57	S-57	20	400	Low
58	S-58	19	361	High
59	S-59	37	1369	Low
60	S-60	29	841	Low
61	S-61	23	529	Low

62	S-62	26	676	Low
63	S-63	24	576	Low
64	S-64	39	1521	High
TOTAL		1880	59504	High
LOWEST SCORE		12		
HIGHEST SCORE		42		
MEAN		47.956		
STANDAR DEVIATION		55.673		

The descriptive analysis of the Self Confidence Questionnaire was shown above in table. The highest score was 42 while the lowest score was 12. The mean of self confidence score was 47.956 and the standar deviation was 55.673. Then it was revealed from the questionnaire to self confidence.

Graphic 4.1



The result of the graphic shows that the distribution is simetris from the left to the right which mean that the data is normal.

2. Self esteem questionnaire

The research was conducted self esteem questionnaire (SEQ) at the third semester students' of IAIN Palangka Raya. The researcher conducted the research on 04 October 2019 for A class and 17 October 2019 for B class. There were 64 students taken as a sample. The questionnaire was used to collect the data of the students' self-esteem from Heatherton, T. F. & Polivy, J. (1991) Development and validation of a scale for measuring state self esteem. The total of the questionnaire was used 8 items and consist of 5 choices (*not at all, a little bit, somewhat, very much, extremely*). Sum scores from all items and keep scale as a continuous measure of state self esteem. The result of self confidence is shown below in table and graphic :

Table 4.2

The Result of Self Esteem

No	CODE	Self Esteem (X_2)	X_2^2	Criteria
1	S-1	18	324	Low
2	S-2	15	225	Low
3	S-3	16	256	Low
4	S-4	15	225	Low
5	S-5	21	441	Low
6	S-6	27	729	Low
7	S-7	24	576	Low
8	S-8	24	576	Low

9	S-9	21	441	Low
10	S-10	17	289	Low
11	S-11	20	400	High
12	S-12	15	225	Low
13	S-13	17	289	Low
14	S-14	25	625	High
15	S-15	23	529	High
16	S-16	17	289	Low
17	S-17	16	256	Low
18	S-18	23	529	Low
19	S-19	20	400	High
20	S-20	21	441	High
21	S-21	11	121	Low
22	S-22	28	784	High
23	S-23	22	484	High
24	S-24	19	361	Low
25	S-25	23	529	High
26	S-26	27	729	High
27	S-27	12	144	Low
28	S-28	18	324	Low
29	S-29	23	529	High

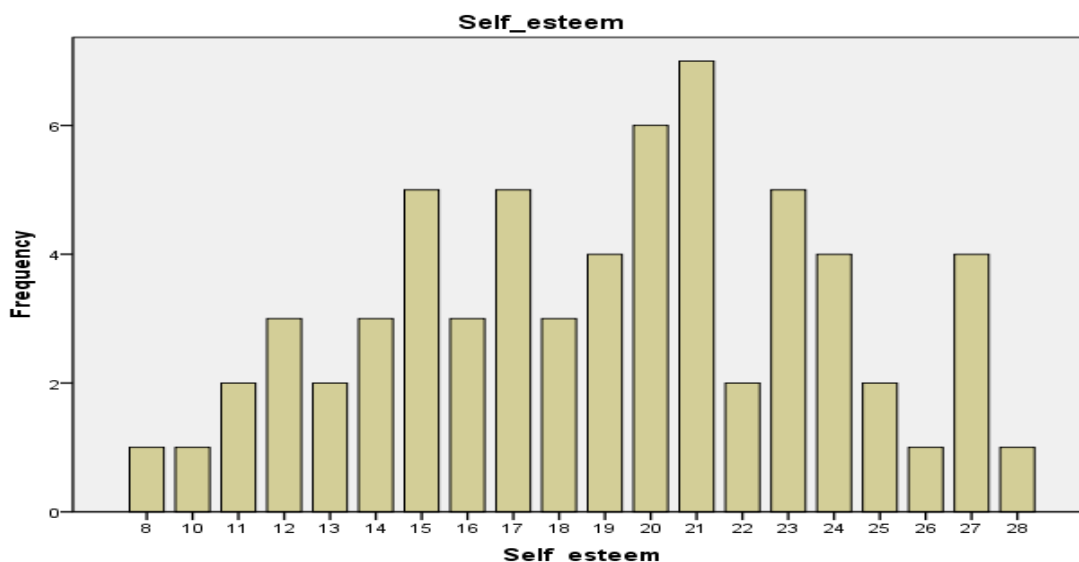
30	S-30	17	289	Low
31	S-31	8	64	Low
32	S-32	19	361	Low
33	S-33	11	121	Low
34	S-34	20	400	High
35	S-35	19	361	Low
36	S-36	22	484	High
37	S-37	12	144	Low
38	S-38	14	196	Low
39	S-39	18	324	Low
40	S-40	13	169	Low
41	S-41	24	576	Low
42	S-42	15	225	Low
43	S-43	21	441	High
44	S-44	15	225	Low
45	S-45	12	144	Low
46	S-46	16	256	Low
47	S-47	21	441	High
48	S-48	21	441	High
49	S-49	27	729	High
50	S-50	26	676	High

51	S-51	14	196	Low
52	S-52	20	400	High
53	S-53	10	100	Low
54	S-54	14	196	Low
55	S-55	20	400	High
56	S-56	27	729	High
57	S-57	21	441	High
58	S-58	19	361	Low
59	S-59	13	169	Low
60	S-60	17	289	Low
61	S-61	23	529	High
62	S-62	25	625	High
63	S-63	20	400	High
64	S-64	24	576	High
TOTAL		1216	24548	High
LOWEST SCORE		8		
HIGHEST SCORE		28		
MEAN		20.128		
STANDAR DEVIATION		22.299		

The descriptive analysis of the Self Esteem Questionnaire was shown above in table. The highest score was 28 while the lowest score was 8. The mean of self

esteem score was 20.128 and the standar deviation was 22.298. Then it was revealed from the questionnaire to self esteem.

Graphic 4.2



The result of the graphic shows that the distribution is simetris from the left to the right which mean that the data of self esteem questionnaire is normal.

3. Speaking achievement test

The research was conducted speaking test at the third semester students' of IAIN Palangka Raya. The researcher conducted the research on 04 October 2019 for A class and 17 october 2019 for B class. There were 64 students taken as a sample. As a researcher instrument to know the students score, the researcher with the english teacher will give speaking test. The test was based on the lesson that the students had learned. The test was evaluated into five criteria, they are

pronunciation, grammar, vocabulary, fluency and comprehension. The five criteria are the components of speaking skill. In this study the students was scored based on five components of speaking skill by using the scale rating score (David P. Harris, 1977;81-82). The result of speaking achievement is shown below in table and graphic :

Table 4.3
The Result of Speaking Achievement

No	CODE	Speaking Achievement (Y)	X ²	Criteria
1	S-1	61	3721	Fair
2	S-2	82	6724	Fair
3	S-3	75	5625	Excelent
4	S-4	75	5625	Excelent
5	S-5	75	5625	Excelent
6	S-6	53	2809	Fair
7	S-7	75	5625	Excelent
8	S-8	57	3249	Fair
9	S-9	55	3025	Fair
10	S-10	71	5041	Excelent
11	S-11	69	4761	Fair
12	S-12	80	6400	Excelent
13	S-13	82	6724	Excelent

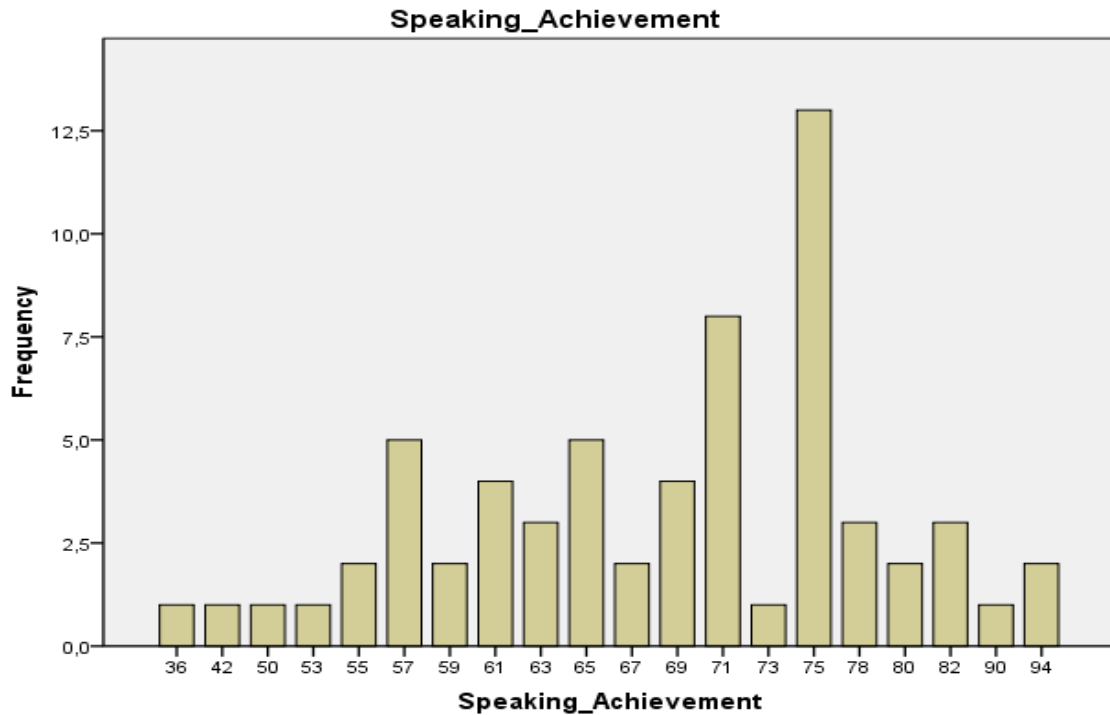
14	S-14	67	4489	Fair
15	S-15	71	5041	Excelent
16	S-16	75	5625	Excelent
17	S-17	69	4761	Fair
18	S-18	78	6084	Excelent
19	S-19	57	3249	Fair
20	S-20	59	3481	Fair
21	S-21	55	3025	Fair
22	S-22	59	3481	Fair
23	S-23	71	5041	Excelent
24	S-24	63	3969	Fair
25	S-25	94	8836	Excelent
26	S-26	75	5625	Excelent
27	S-27	65	4225	Fair
28	S-28	71	5041	Excelent
29	S-29	57	3249	Fair
30	S-30	65	4225	Fair
31	S-31	94	8836	Excelent
32	S-32	90	8100	Excelent
33	S-33	75	5625	Excelent
34	S-34	69	4761	Fair

35	S-35	57	3249	Fair
36	S-36	42	1764	Fair
37	S-37	75	5625	Excelent
38	S-38	78	6084	Excelent
39	S-39	78	6084	Excelent
40	S-40	75	5625	Excelent
41	S-41	50	2500	Fair
42	S-42	80	6400	Fair
43	S-43	67	4489	Fair
44	S-44	75	5625	Excelent
45	S-45	71	5041	Excelent
46	S-46	61	3721	Fair
47	S-47	75	5625	Excelent
48	S-48	61	3721	Fair
49	S-49	65	4225	Fair
50	S-50	63	3969	Fair
51	S-51	71	5041	Excelent
52	S-52	65	4225	Fair
53	S-53	73	5329	Excelent
54	S-54	71	5041	Excelent
55	S-55	65	4225	Fair

56	S-56	61	3721	Fair
57	S-57	57	3249	Fair
58	S-58	36	1296	Fair
59	S-59	71	5041	Excelent
60	S-60	75	5625	Fair
61	S-61	63	3969	Fair
62	S-62	69	4761	Fair
63	S-63	82	6724	Excelent
64	S-64	75	5625	Excelent
TOTAL		4396	309342	Excelent
LOWEST SCORE		36		
HIGHEST SCORE		94		
MEAN		2451.07		
STANDAR DEVIATION		2604.97		

The descriptive analysis of the Speaking Achievement test was shown above in table. The highest score was 94 while the lowest score was 36. The mean of speaking score was 2451.07 and the standar deviation was 2604.97. Then it was revealed from the test to speaking achievement.

Graphic 4.3



The result of the graphic shows that the distribution is simetris from the left to the right which mean that the data of speaking achievement is normal.

4. Assumption test for correlational study

a. Normality test

1) Normality Test of Self Confidence Questionnaire

One-sample kolmogrov-smirnov test was used to see the normality of the instruments. The result of self confidence normality shown in the table below :

Table 4.4

Normality Test of Self Confidence Questionnaire

One-Sample Kolmogorov-Smirnov Test

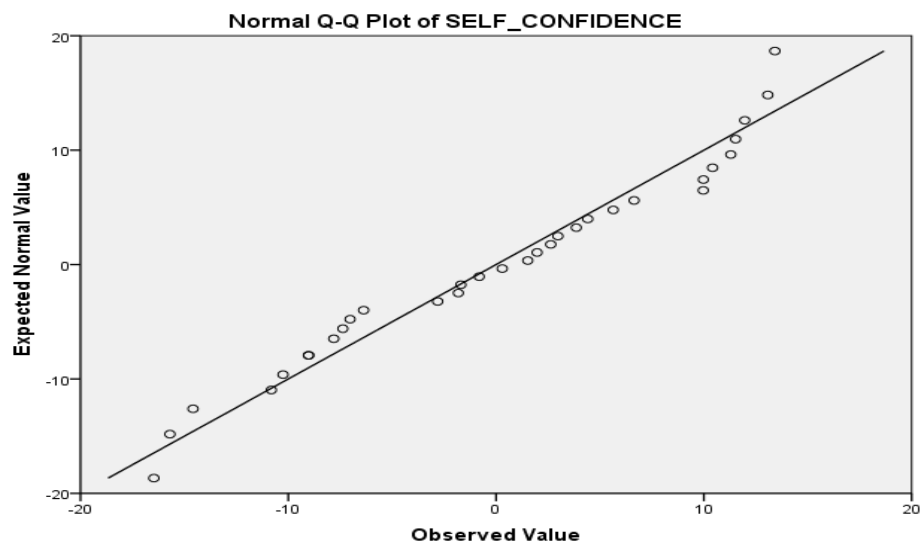
		SELF CONFIDENCE
N		32
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	9,03359813
Most Extreme Differences	Absolute	,115
	Positive	,104
	Negative	-,115
Kolmogorov-Smirnov Z		,651
Asymp. Sig. (2-tailed)		,791

a. Test distribution is Normal.

b. Calculated from data.

Figure 4.1

The normal Q-Q Plot of Self Confidence



2) Normality Test of Self Esteem Questionnaire

Table 4.5

Normality Test of Self Esteem Questionnaire

One-Sample Kolmogorov-Smirnov Test

		SELF_ESTEEM
N		32
Normal	Mean	,0000000
Paramete	Std. Deviation	4,87664563
rs ^{a,b}		
Most	Absolute	,110
Extreme	Positive	,107
Differen	Negative	-,110
ces		
Kolmogorov-Smirnov Z		,621
Asymp. Sig. (2-tailed)		,835

a. Test distribution is Normal.

b. Calculated from data.

Figure 4.2

The normal Q-Q Plot of Self Esteem



Based on the calculation of SPSS program, the asymptotic significance normality of self esteem was 0.835. Then, the normality was consulted with the table of Komolgorov-Smirnov with the level significance 5% ($\alpha = 0.05$). because the asymptotic significance of self esteem = $0.835 > \alpha = 0.05$ then it could be concluded that the data has normal distribution. Also, from Q-Q plot shown that almost all of the data points of self esteem spread around the straight line which mean the has normal distribution.

3) Normality of Speaking Achievement

Table 4.6

Normality Test of Speaking Achievement

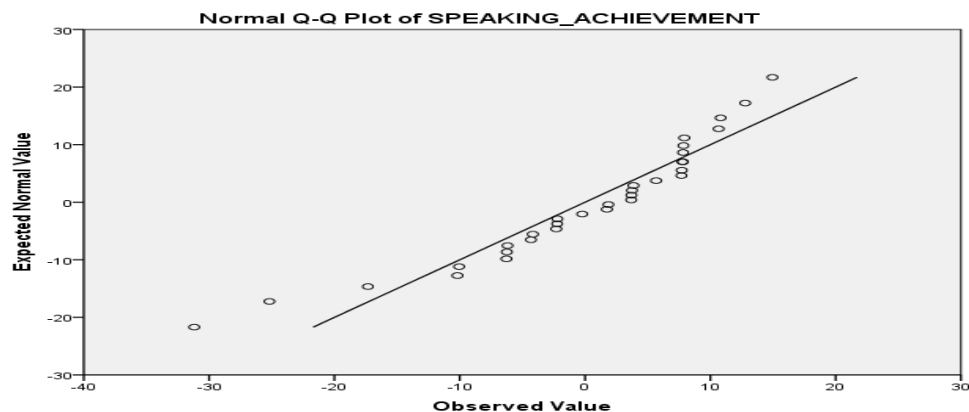
One-Sample Kolmogorov-Smirnov Test

		SPEAKING_ACHIEVEMENT
N		32
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	10,49927401
Most Extreme Differences	Absolute	,137
	Positive	,100
	Negative	-,137
Kolmogorov-Smirnov Z		,777
Asymp. Sig. (2-tailed)		,582

a. Test distribution is Normal.

b. Calculated from data.

Figure 4.3



Based on the calculation using SPSS Program, the asymptotic significance normality of speaking achievement was 0.582. Then, the normality was consulted with the table of Komolgrov-Smirnov. The asymptotic significance of speaking achievement test = 0.582 > $\alpha = 0.05$ so it could be concluded that the data has normal distribution and also from Q-Q plot shown the data has normal distribution.

4) Linearity test

a. Linearity test of self confidence and speaking achievement

Table 4.7

Linearity Test of Self Confidence and Speaking Achievement

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
SPEAKING_A	Between Groups	(Combined) Linearity	4667,352	25	186,694	2,604	,004
CHIEVEMEN			1610,949	1	1610,949	22,470	,000
T *							
SELF_CONFIDENCE		Deviation from Linearity	3056,403	24	127,350	1,776	,055
	Within Groups		2724,398	38	71,695		
	Total		7391,750	63			

From the table above the linearity test was obtained. If the deviation from linearity sig. higher than 0.05 then the two variables are linear. The result showed that, the deviation from linearity between self confidence

and speaking achievement was 0.055. It could be concluded that $0.055 > 0.05$ so, self confidence and speaking achievement were linear.

b. Linearity test of self esteem and speaking achievement

Table 4.8

Linearity Test of Self Esteem and Speaking Achievement

ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
SPEAKING_ACHIEVEMENT	Between Groups	2437,210	19	128,274	1,139	,349
	Linearity	856,332	1	856,332	7,605	,008
	Deviation from Linearity	1580,877	18	87,827	,780	,711
SELF_ESTEEM	Within Groups	4954,540	44	112,603		
	Total	7391,750	63			

From the table above, the deviation from linearity between self esteem and speaking achievement was in which $0.711 > 0.05$ it means that self esteem and speaking achievement were linear.

5) Homogeneity test

a. Homogeneity of Self Confidence

Table 4.9

Homogeneity Test of Self Confidence

Test of Homogeneity of Variances

SELF CONFIDENCE

Levene Statistic	df1	df2	Sig.
3,989	8	13	,014

From table above the significance was. If the significant higher than 0.05 it means that the data is homogeneous. From the calculation of self

confidence, the result shown that the significant was $0.014 > 0.05$ which means the data of Self Confidence was homogeneous.

b. Homogeneity of Self Esteem

Table 4.10

Homogeneity Test of Self Esteem

Test of Homogeneity of Variances

SELF ESTEEM

Levene Statistic	df1	df2	Sig.
3,631	8	14	,017

The table shown that the significance of self esteem was 0.017. It could be concluded that $0.017 > 0.05$ which means the data of Self esteem was homogeneous.

c. Homogeneity of Speaking Achievement

Table 4.11

Homogeneity Test of Speaking Achievement

Test of Homogeneity of Variances

SPEAKING ACHIEVEMENT

Levene Statistic	df1	df2	Sig.
,581	7	17	,762

From table the significance of Speaking Achievement was 0.762. So, it could be concluded that $0.762 > 0.05$ which means that the data of speaking achievement was homogeneous.

B. Research Findings

1. Testing statistical hypothesis

a. The correlation between self confidence and speaking achievement

This section answered the first research problem : *Do the students higher self confidence achieve better in speaking class ?* by analyzing the product moment correlation was applied. The result can be seen below:

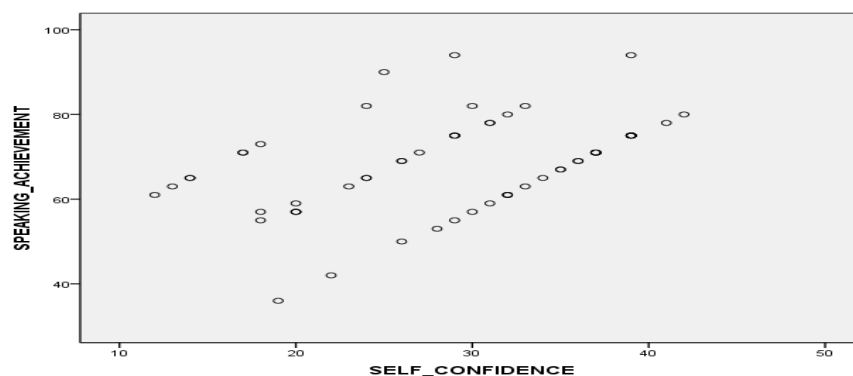
Table 4.12
Correlation between self confidence and speaking achievement

Correlations			
		SELF_CONFI DENCE	SPEAKING_ ACHIEVEME NT
SELF_CONFI DENCE	Pearson Correlation	1	,467**
	Sig. (2-tailed)		,000
	N	64	64
SPEAKING_ ACHIEVEME NT	Pearson Correlation	,467**	1
	Sig. (2-tailed)	,000	
	N	64	64

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 4.4

Scatterplot Correlation Between Self Confidence And Speaking Achievement



The calculation was used SPSS 18. It shown that from the table on the pearson product moment correlation coefficient was 0.467 for significance level 0.01. To prove the value of “r” based on the calculation degree of freedom was known that $df=N-nr$, $N=64$, $nr=2$ ($64-2=62$). It could be presented $r \text{ table} = 0.244$, then $0.467 > 0.244$, it also shown that the sig. (2-tailed) was $0.000 < 0.05$. which mean that there is a positive correlation between self confidence and speaking achievement. It can be concluded the alternative stating that hypotheses (H_a) was accepted and null hypothesis (H_o) was rejected.

b. The correlation between self esteem and speaking achievement

This section presented the answer for second research question : *Do the students higher self esteem achieve better in speaking class ?* by analyzing the result of vocabulary size test and reading comprehension test. In this case, the product moment correlation was applied. The result can be seen below :

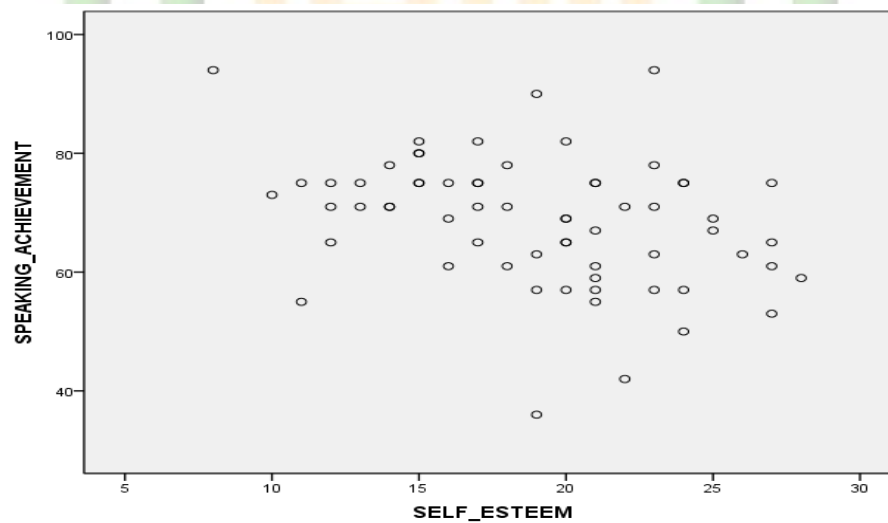
Table 4.13
Correlation Between Self Esteem And Speaking Achievement

Correlations		SELF_ESTEEM	SPEAKING_ACHIEVEMENT
SELF_ESTEEM	Pearson Correlation	1	-,340**
	Sig. (2-tailed)		,006
	N	64	64
SPEAKING_ACHIEVEMENT	Pearson Correlation	-,340**	1
	Sig. (2-tailed)	,006	
	N	64	64

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 4.5

Scatterplot Correlation Between Self Esteem And Speaking Achievement



Based on the output, the result of r_{observed} (correlation coefficient) between self esteem and speaking achievement was -0.340. Then, it was compared with $r_{\text{observed}} < r_{\text{table}}$ ($-0.340 < 0.244$) and the sig. (2-tailed) was $0.006 < 0.05$ which mean that there was a negative low correlation between self esteem and speaking achievement. it can be concluded the alternative stating that null hypotheses (H_0) was accepted and hypotheses (H_a) was rejected.

c. The correlation between self confidence and self esteem

In this study, the product moment correlation was applied for the result of the correlation between self confidence and self esteem can be seen below:

Table 4.14
Correlation Between Self Confidence And Self esteem

Correlations

		SELF_CONFIDENCE	SELF_ESTEEM
		NCE	
SELF_CONFIDENCE	Pearson Correlation	1	-,080
	Sig. (2-tailed)		,527
	N	64	64
SELF_ESTEEM	Pearson Correlation	-,080	1
	Sig. (2-tailed)	,527	
	N	64	64

From the calculation above it indicates there is a negative correlation between self confidence and self esteem, in which r_{observed} is smaller than r_{table} ($-0.080 < 0.244$). It means that self confidence does not affect the self esteem.

d. The correlation among self confidence, self esteem and speaking achievement

The research used multiple correlation formula to measure self confidence, self esteem and speaking achievement was applied in this research. The result of the calculation can be seen below:

$$\begin{aligned} r_{x_1 x_2 y} &= \frac{\sqrt{r_{x_1 y}^2 + r_{x_2 y}^2 - 2(r_{x_1 y})(r_{x_2 y})(r_{x_1 x_2})}}{1 - (r_{x_1 x_2})^2} \\ r_{x_1 x_2 y} &= \frac{\sqrt{(0.467)^2 + (-0.34)^2 - 2(0.467)(-0.34)(-0.080)}}{1 - (-0.080)^2} \\ &= \frac{\sqrt{0.3082842}}{0.9936} \\ &= \sqrt{0.310269927} = 0.557 \end{aligned}$$

Then the researcher calculated the MDC (Multiple Determinant Coefficient):

$$\text{MDC} = (r_{x_1 x_2 y})^2 \times 100 \%$$

$$\text{MDC} = (0.557)^2 \times 100 \%$$

$$\text{MDC} = 31.02\%$$

Table 4.15

Multiple Correlation

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,557 ^a	,310	,288	9,142	,310	13,717	2	61	,000

a. Predictors: (Constant), SELF_ESTEEM, SELF_CONFIDENCE

b. Dependent Variable: SPEAKING_ACHIEVEMENT

Based on the output from SPSS, the researcher this section presented to answer of the third research question : *Do the students higher self confidence and self esteem achieve better in speaking class ?* by analyzing the result of all variable, self confidence, self esteem and speaking achievement.

Based on the table above, the sig. f change was 0.000. if the probability of multiple correlation significant (0.05) is higher than the sig.f change then alternative stating that hypotheses (Ha) accepted and null

hypothesis (H_0) rejected, in other hand if the probability of multiple correlation significant (0.05) lower than the sig. f change then alternative stating that hypotheses (H_a) rejected and null hypotheses (H_0) accepted. The result shown that sig. F change $0.000 < 0.05$ which mean that there was significant correlation and alternative hypotheses (H_a) accepted.

From the table above, it can be seen that the result of F_{observed} was 13.717. The value of df_1 was 2 and the value of df_2 was 61. After being checked at the F table, the score of F table was 1.53. Then, the researcher compared the F_{observed} and the F_{table} ($13.717 > 1.53$) which mean that the null hypothesis (H_0) was rejected and the alternative stating that hypothesis (H_a) was accepted. It can be concluded that there was positive moderate correlation among self confidence, self esteem and speaking achievement.

C. Discussion

Based on the first result revealed that there was positive correlation between students' self confidence and speaking achievement. This finding was supported by (Roysmanto, 2018) who found that there was a significant correlation between students self confidence and speaking skill. The data were collected through interview and questionnaire. It was also in accordance with Ismail Gurler (2015), stating that there was significant correlation between self-confidence and speaking skill within the level of 01. Therefore, speaking achievement reveal significant differences according to department but not

gender. Self confidence levels have significant different regarding to the gender but not department. Sasmitha (2018), also found that there was a high correlation between students self confidence and speaking achievement. Normawati & wamunna (2015), stated that there was any positively significant correlation between students' self-confidence and students' speaking performnce about 91.8 %, on sig. 95%. Gaya Tridinati (2018), the students' confidence had significant correlation with their speaking achievement. Mitra Nurul Fitri (2015), there was positive and moderately correlation between both variables.

The second result revealed that there was negative correlation between self esteem and speaking achievement. This finding was supported by (Rahmawati, 2014) who found that students' self-esteem and students speaking achievement had positive and significant correlation with contribution of correlation determination is 8.41%. It was also in line with Joni Gunawan (2014), stating that there was a significant correlation between students self-esteem and speaking achievement. Intan Satriani (2014), found that the students' self esteem had significantly strong positive correlation with their language proficiency. Elvira Rosyida MR (2016), the students self esteem influence their speaking ability. Smitha & Sura (2016), the language fluency has no direct impact on students self esteem scores and academic achievement. Weni Wulandari (2015), there was a positive significant correlation between students' self esteem and their speaking english competencies at the moderate level.

The last result revealed that there was positive correlation among self confidence, self esteem and speaking achievement. This finding was supported by (Mita wahyuni, 2018) who found that there was a positive correlation between students self-confidence and students speaking achievement. Also, there was no research that conducted about these three variables before.



CHAPTER V

CONCLUSION & SUGGESTION

This chapter consists of conclusion and suggestion of the study. The researcher explained about the conclusion of the study and some suggestions.

A. Conclusion

Based on the research findings, it can be seen the result showed :

1. There was a positive correlation between students' self confidence and speaking achievement at the third semester students in English major of IAIN Palangka Raya in academic year 2019/2020 about 46% with moderate correlation. Because, r_{observed} was higher than r_{table} ($0.467 > 0.244$).
2. There was a negative moderate correlation between students' self esteem and speaking achievement at the third semester students in English major of IAIN Palangka Raya in academic year 2019/2020 about 34% with no correlation. Because, r_{observed} was smaller than r_{table} ($-0.340 < 0.244$).
3. There was a positive moderate correlation among students' self confidence, self esteem and speaking achievement at the third semester students in English major of IAIN Palangka Raya in academic year 2019/2020 about 71% with high correlation. Because, F_{observed} showed that it was higher than F_{table} ($13.717 > 1,53$).

B. Suggestion

Based on the conclusion above, the researcher suggested that :

1. For English teacher

- a. By knowing the contribution of self-confidence and self esteem toward speaking achievement, the teacher should create the comfortable and enjoyable speaking class.
- b. The teacher should realize that self-confidence and self-esteem are important on teaching speaking process. When they have high self-confidence and self-esteem they will have the bravery to speak up in teaching learning process not only in class but also other subject, it will improve their confidence and esteem.
- c. The teacher should realize particularly that self-confidence and self esteem gives important contribution in speaking performance. After knowing the contribution of self-confidence and self-esteem toward speaking achievement, the teacher can improve students' self-confidence and self esteem by creating class environment to be more enjoyable and challenging.

2. For the students

- a. The students have a high self-confidence and self esteem would not necessarily mean that you can successfully accomplish the task if you are not motivated enough to do so. It is expected for the students to develop and improve their skill in speaking. The students will get better results and scores in their learning process if they check how well they progress and control the

impact of self confidence and self-esteem, try hard, and try to have a high level of confidence and esteem in their abilities.

- b. The students should speak more in English to improve their self-confidence and self-esteem toward speaking achievement. Improving speaking skill can be done by watching English movie, listening English song and read English book.

3. For Further researchers

- a. Since the participants of the study is limited, the future researchers are recommended to conduct a similar research using wider scope and participants.
- b. For future researchers, this research in statistic calculation may indicated there was a correlation among students' self-confidence, self-esteem and speaking achievement. So, for the next researchers use deeper analysis about students' self-confidence, self-esteem in learning speaking. Looking for things that can giving good affect in students' self-confidence, self-esteem and speaking achievement.
- c. The further researchers are recommended to construct the appropriate aspects of speaking test and use various test not only questionnaire but also using test.

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